DOCUMENT RESUME

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ABSTRACT

A draft for a state plan for career education was developed in Utah. To provide the necessary information on which to base such a plan, career education needs assessments were conducted of students on the elementary and secondary school levels. Eight questionnaires were also developed and administered for an institutional needs assessment. The areas focused on in this assessment were the five major areas to be considered in the state plan: curriculum, training, guidance and counseling, community, and planning and evaluation. The questionnaires were sent to district personnel, secondary school teachers and principals, career education coordinators, elementary school teachers and principals, presidents of the PTA, and 500 businesses. Also sent to every elementary and secondary school were checklists to take an inventory of career education materials. A Career Education Conceptualizers and Planners Committee met to consider the needs identified by these assessments and to prioritize them for each of the five areas of the state plan. The committee also established one- and five-year objectives and, with the assistance of the State Career Education Advisory Council, developed a draft of the state plan. (The appendixes contain membership lists for the council and committee; summaries of the needs assessments and the questionnaires and checklists used; and the draft state plan with its supporting attachments.) (EIG)

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ED176012

DEVELOP A STATE PLAN FOR CAREER EDUCATION

Final Report

U.S.O.E. Grant #G007604368

Utah State Board of Education
Salt Lake City, Utah
September 1977

CE 019 400

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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OMB APPROVAL NO. 29-R0224

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: U. S. Office of Education (OCE)

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: G0076044368

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Utah State Board of Education
Career Education Unit
250 East 500 South
Salt Lake City, Utah 84111

4. EMPLOYER IDENTIFICATION NO.: 1876000545A4

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.:

6. FINAL REPORT: [X] YES [ ] NO

7. BASIS OF REPORT: [ ] CASH [X] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 07 01 76 TO 06 30 77

9. REPORT PERIOD (Month, Day, Year): FROM 07 01 76 TO 06 30 77

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1)	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	10,379.64						
b. Total program outlays this period	29,375.91						
c. LESS: Program income credits	-0-						
d. Net program outlays this period	29,375.91						
e. Total program outlays to date	39,755.55						
f. LESS: Non-Federal share of program outlays	-0-						
g. Total Federal share of program outlays	39,755.55						
h. Total unpaid obligations	-0-						
i. LESS: Non-Federal share of unpaid ouligations	-0-						
j. Federal share of unpaid obligations	-0-						
k. Total Federal share of outlays and unpaid obligations	39,755.55						
l. Total Federal funds authorized	45,000.00						
m. Unobligated balance of Federal funds	5,244.45						

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
[ ] PROVISIONAL [ ] FINAL
[ ] PREDETERMINED [X] FIXED

b. RATE: 10.3

c. BASE: 13,326.94

d. TOTAL AMOUNT: 1,368.35

e. FEDERAL SHARE: 1,368.35

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE: Roger C. Glines, Comptroller

TELEPHONE: AREA CODE 801 NUMBER 533-5862 EXT.

SIGNATURE OF AUTHORIZED OFFICIAL: Roger C. Glines

DATE REPORT IS SUBMITTED: September 30, 1977

HEW-601T

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Grant Number: G007604368

Nature of Report: Final

Project Title: Develop a State Plan for Career Education

Period Covered by This Report: From 7/1/76 To 6/30/77

Category of Project: State Plan

Name of Project Director: Lynn Jensen

Name and Address of Grantee Institution: Utah State Board of Education
Career Education Unit
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MAJOR PROJECT ACTIVITIES

A. The State Career Education Advisory Committee

The career education advisory group was formed in accordance with the rules and regulations relating to state plan development. See Appendix A for the names of the Advisory Council members and the institutions, groups or organizations represented.

Dr. Walter D. Talbot, State Superintendent of Public Instruction, sent out letters of invitation to serve on the Advisory Council on September 20, 1976.

The objectives of the Advisory Council were to:

1. Develop collaborative relationships between education and business/labor/industry/professional/government community for career education.
2. Assist in determining the present status of career education in the state.
3. Provide advice and assistance in the preparation of a state plan for career education.

The first meeting of the Advisory Council was held on December 14, 1976.

During the meeting the Advisory Council was oriented to their responsibility and tasks by staff of the Utah State Board of Education. Staff also briefed the Advisory Council on the concepts of career education and the status of efforts to implement career education in the elementary and secondary schools of the state. The final item of business was to organize the Advisory Council. Richard Prows was elected Chairman and Sue Marie Young was elected Vice Chairman.

The Advisory Council met again on February 8 and May 3. The major accomplishments of the Advisory Council were:

1. Prioritized the validated needs to be addressed in the Draft State Plan.
2. Assisted in reviewing the needs assessment questionnaire for Business/ Labor/ Industry and parents.
3. Made recommendations concerning the annual career fair.
4. Passed a resolution to recommend to the State Superintendent that career education be the topic of the next state administrators conference.

B. Student Career Education Needs Assessment

1. Objectives:

   a. To identify the career development needs of elementary, middle, junior and senior high students in the state.

   b. To identify the special needs of the handicapped and other educationally disadvantaged students.

2. The Office of the Utah State Board of Education has engaged in assessing student career development prior to the initiation of a statewide career education needs assessment effort. A statewide vocational needs assessment during the 1971-72 school year focused somewhat on career education and the students' perceptions of some of their needs. (See Appendix B.) This was followed by an intensive assessment effort carried out as a part of the federally funded Incremental Improvement Project during the 1975-76 school year. Seven hundred fourth grade, seventh grade and tenth grade students were tested. One hundred students at each of the three grade levels were tested in seven of Utah's school districts making a total of twenty-one hundred students in the sample. At the fourth grade level the Comprehensive Career Assessment Scale (CCAS) was used as the assessment instrument. The Career Maturity Inventory (CMI) was used with seventh grade students and the Assessment of Career Development (ACD) was used with tenth grade students.

The second major effort to assess the career development of students in Utah was undertaken as a part of the Utah Statewide Educational Assessment program. For both grades 5 and 11, an expanded version of a previously existing measure--Independent Development--was utilzied. In addition, other measures were selected and developed for use at the 11th grade level. The Career Planning Knowledge subtest from the Assessment of Career Development was selected for use in the study.

A scale on Career Awareness and Exploration and one on Career Development Experience were developed for use at the 11th grade level. Some items from each of the last two scales were also used with 5th grade students.

The results of these major efforts are attached as Appendix C. During the present year these state assessment efforts along with major national assessment efforts will be analyzed and synthesized for the identification of the career development needs of students in Utah.

In addition, a statewide assessment will again be undertaken this year with an expanded look at career development. If these new data can be considered along with earlier assessment efforts, they will be added to the information on student career development needs.

C. Institutional Needs Assessment (Education and Business Community--including the needs for training and retraining of educational personnel and the needs of parents)

The career education needs of the institutions which are jointly trying to meet student needs were assessed through a comprehensive needs assessment effort. In the institutional sense, a "need" is defined as the gap between what the institution is doing and what it should be doing to facilitate the career development of students (e.g. every teacher carrying out career education activities in the classroom vs. 15% of teachers reporting that they are performing this role).

A basic assumption underlying the development of a state plan in Utah is that those people who will be impacted by the plan must be involved in the development of the plan. Consequently, considerable effort was made to involve not only educators from all areas and every level but business people and parents as well.

A CE-CaP (Career Education Conceptualizers and Planners) Committee was formed for the purpose of serving as a central working and steering committee for the planning project. (For a makeup of the CE-CaP Committee see Appendix D.) In addition to the CE-CaP Committee, subcommittees were organized to give added dimension to the "concerns harvest" phase of the needs assessment. (The membership of the CE-CaP subcommittees was as outlined in Appendix E.)

The CE-CaP Committee met for two days on September 22-23, 1976.

Following the meeting of the CE-CaP Committee a two-day work session as planned for the CE-CaP subcommittees. The CE-CaP subcommittees met for two days at the Utah Technical College in Salt Lake City for the purpose of harvesting career education concerns related to each of their areas. Concerns relative to both current status and desired status were generated in the following areas:

Guidance
Home and Family
Business/Labor/Industry/Professional/Government
Curriculum
Evaluation and Dissemination
Special Groups
Training and Retraining
Adult and Higher Education

Following the CE-CaP subcommittee workshop, the Career Education Unit prepared all of the concerns for further analysis and study. The Evaluation Subcommittee was asked to help with this process. A full day meeting with the members of the Career Education Unit and the Evaluation

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Subcommittee led to the development of the career education needs assessment design or matrix of information needs. (See Appendix F.) As can be seen from an analysis of Appendix F, the needs assessment design led to the development of five major areas to be assessed in the needs assessment. These areas are (1) Curriculum, (2) Training, (3) Guidance and Counseling, (4) Community, (5) Planning and Evaluation.

Following the development of the institutional needs assessment design or matrix, the needs assessment effort and overall planning effort have taken a two-level approach. The first level (and the basis upon which this year's plan is based relates to those areas of the needs assessment for which it was felt that the need could be verified with existing sources of information. The second level relates to those portions of the assessment for which no data existed or for which additional data were needed.

The needs assessment matrix was then taken to the Institute for Behavioral Research in Creativity (IBRIC), the contractor for instrument design and sampling design. The scope of work to be completed by IBRIC is outlined in Appendix G which was incorporated into the contract by reference. The following is IBRIC's final report for that portion of the project which was contracted to them. Appendix H is the sample cover letter and final draft of the eight questionnaires.

CAREER EDUCATION NEEDS ASSESSMENT - PHASE I

Introduction

The Utah State Board of Education (USBE) has had a continuing interest in the development of a coordinated career education program which would involve general education, vocational education, special education, and guidance. Extensive involvement of a variety of educators and resource individuals throughout the state has produced

valuable products including a position paper on career education, the adoption of recommendations for an effective organizational structure for career education, and the development, printing, and national dissemination of resource materials for promoting more effective career education within the school system. To illustrate, the K through 6 career education program entitled "World of Work", involving 92 teaching units, has had over 42,000 copies printed and distributed to date.

In view of this progress, substantial benefits would occur from the development of a state plan for total state implementation of career education procedures. Accordingly, a proposal was submitted to the U. S. Office of Education (USOE) for the development of such a plan. The proposal was reviewed favorably and the project initiated in 1976. Part of that proposal to the USOE concerned the development of measuring instruments appropriate for the more accurate assessment of career education needs within the state. The present endeavor by the Institute for Behavioral Research in Creativity (IBRIC) is concerned with the measurement of career education needs throughout the state and the provision of consulting services to the Career Education unit in the production of a preliminary state plan and final report, scheduled for completion during the summer of 1977. The strategy for the production of the final plan in the summer of 1978 involves two phases:

- Phase one would include the production of a preliminary plan taking advantage of available information published from a variety of sources and would design and pilot test the needs assessment procedures and instruments.

- Phase two would include the collection and analysis of needs assessment data from a representative sample of educators, community resource personnel, and parents in the state.

This report is primarily concerned with Phase I.

The availability of a comprehensive state plan for career education which will establish present status, desired status, and implementation activities to achieve the specified objectives is a necessary and essential step toward a more comprehensive, integrated, and effective program which in turn will facilitate obtaining resources for future career education activities.

Development of the Questionnaires

The questionnaires developed during Phase I of the Career Education Needs Assessment Project evolved from a rigorous application of measurement principles and standards. A great deal of time and effort went into the construction of these questionnaires, because they will be the principal source of data collected during Phase II of the project. The final questionnaires will supply needed information that will be analyzed in conjunction with other information from published sources to determine the needs of the State of Utah in the area of career education. The effort and thought expended during this phase of the project, then, were necessary to ensure that the data gathered were the most relevant and most appropriate for the purposes of the needs assessment.

The following section of the report will describe the various stages of the development of the final questionnaires. At each stage, contacts were made with USBE CE unit personnel; their inputs into the development were invaluable.

Basis for the Questionnaires

The item content for the questionnaires was basically derived from the following sources:

1) A matrix of information needs concerning career education, developed by the Utah State Board of Education Steering Committee on Career Education. This document identified general areas of inquiry in curriculum, training, the community, planning and evaluation, guidance and counseling, and other, for which specific answers were desired to determine the status of career education at this time. This matrix also suggested how the information could best be obtained, and from which source. Some very specific questions can be traced directly back to this document--for example, "What percent of students receive assistance to plan one and three year courses of study related to a tentative career goal?"

2) The career education staff of the Utah State Board of Education listed a series of questions under the general heading "Things I would like to know about career education in Utah." This document also led to some very specific questions, but was more instrumental in setting the tone for the questionnaires in general.

3) Materials from other states (e.g., Wisconsin, Texas, Indiana, Alabama) which have conducted needs assessments in career education were reviewed to gain insight into actual item content and into item format. The needs being measured in these other states were generally quite diverse from those identified for Utah, but the materials were still quite useful.

4) Previous experience in assessment and measurement by the staff of IBRIC was very important in determining the final form of the question-

naires. IBRIC personnel have had a great deal of experience in statewide testing programs, large-scale surveys, and the construction of measuring instruments. IBRIC personnel have also had many years of experience in collecting and analyzing data; the resultant questionnaires should lend themselves very well to computer analysis and the reporting of results.

First Draft of the Questionnaires

On the basis of the above sources, a rough draft of each of several questionnaires was blocked out. These drafts contained the general item content without any kind of alternative set. The object of these drafts was to determine the appropriateness of the questions, to get a feeling about the type of alternative sets to be used, to determine the attitudes of the practitioners in the field concerning career education, and to increase the base for potential items to be asked in later drafts.

Extensive interviews were conducted with school personnel in three separate school districts--Murray School District, Weber School District, and Salt Lake City School District. Persons interviewed ranged from teachers at various levels to principals and counselors to district personnel. The interviewer would ask a general question concerning career education, and write down the response, getting amplification and clarification, whenever that seemed to be necessary.

In general, the school personnel interviewed during this portion of the project were very cooperative and willing to express their ideas and opinions concerning career education. A wide range of opinions was expressed, with most people being highly favorable to career education and to the needs assessment, but with some indicating that career education was a waste of time and a detraction from training in basic skills.

Second Draft of the Questionnaires

Based on the inputs gained in interviewing educators at several levels and having them respond to the first drafts of the questionnaires, work on constructing the second drafts began. From the interviews conducted on the first draft, a separate questionnaire for career education coordinators appeared to be required. Initially, one questionnaire was to be designed for principals and counselors, but the information received indicated that these two groups were sources of different kinds of information, both of which would be important for the purposes of the needs assessment.

At this time, the following list of questionnaires was determined to be those that would be administered in the needs assessment:

1) Elementary teacher questionnaire
2) Secondary teacher questionnaire
3) Elementary principal questionnaire
4) Secondary principal questionnaire
5) Career education coordinator questionnaire
6) District personnel questionnaire
7) Parent questionnaire
8) Business community questionnaire

In addition to the questionnaires, checklists on the availability and usage of specific career education materials for elementary and secondary levels were developed.

The second draft went through several revisions, with input from the staff members of the Utah State Board of Education Career Education unit. This draft included all the potential questions for each group

sampled, with possible alternative sets. These forms were considerably longer than would be anticipated for the final questionnaires; this was done so that a selection process could take place in further interviews with personnel from various school systems.

The second draft of the questionnaires was reviewed by the following:

1) Wasatch school district--superintendent, high school principal, junior high school principal, elementary school principal, and a high school counselor.

2) Park City school district--superintendent.

3) Northeastern Utah Service Center--director, counselor, and special education consultant.

4) BICEP--director.

5) Junior Achievement--director.

6) Career education workshop in Roy--three elementary and three secondary teachers.

7) Davis school district--district personnel, elementary principal, junior high school principal, senior high school principal.

8) Utah State Board of Education Steering Committee on Career Education.

Issues to be Resolved in the Final Draft of the Questionnaires

With these various sources of input, certain considerations had to be resolved before the final draft of the questionnaires could be written. The principal objective in deciding upon the final format and the final content of the items in each questionnaire was to obtain the best possible information from the best possible source. The needs

assessment would have to be administered in the most efficient way, but still collect the kinds of information that the Utah State Board of Education needed to make decisions concerning career education in the schools of the state. Some of the considerations included follow; most of these, obviously, were attended to throughout the development of the forms:

1) Whom to ask each question--who would be the best source of information for a given item of interest. The interviews conducted with various educational personnel indicated that certain personnel are more knowledgeable about career education than others; certain personnel are more knowledgeable about some facets of career education than other facets--e.g., certain questions could be asked of career education coordinators that would not be within the realm of the principal, and certain other questions should be answered by district personnel.

2) How many questions can be asked of any one source--experience with surveys indicated that the presentation of the format of the items would be important and that the length of the questionnaire would also be a factor in whether the questionnaire was answered and returned. School personnel are inundated with surveys over a year's time, so brevity would be an important factor. However, the surveys would have to be sufficiently long to include all the important information needs identified by the Career Education Steering Committee.

3) Alternative sets--many comments were received concerning lengthy alternative sets. The sets have to be able to discriminate responses, but not so lengthy to be confusing. Shorter alternative sets would enable the respondent to complete the questionnaire in a shorter amount

of time, and this was considered to be vital. In addition to the alternative set, the format for responding to the item was carefully considered. The way that the respondent had to mark the appropriate answer needed to be clear and simple, reducing the chance for error.

4) How to print the questionnaire--should the questionnaire be printed on standard 8½ x 11 paper, stapled together, or should the questionnaires be printed in booklet form? Which method would present a more attractive package for the respondent, increasing the likelihood of returning the survey? Which method would be easier for key punch operators to work with?

Final Draft of the Questionnaires

The final draft of the questionnaires was prepared and submitted to the Career Education unit of the Utah State Board of Education. These questionnaires can be found in Appendix A. The questionnaires are ready to be printed in the required quantities and distributed for data collection in Phase II of the project. Each questionnaire will be printed with its own set of instructions for completing and returning the form and a letter, on the cover, from Superintendent Talbot, informing the respondent of the importance of the survey.

Table 1 summarizes the various sources of information surveyed by the different needs assessment questionnaires, categorized by the previously mentioned general areas of inquiry used by the USBE Steering Committee on Career Education and the additional category of demographic items. The assignment of items to the areas of inquiry were, in many cases, somewhat arbitrary; individual items could often be placed in more than one category. Across questionnaires/sources, there frequently

Table 1

Source of Information by General Area of Inquiry

-Number of Items Per Category-

Questionnaires:	Curriculum	Training	Community	Planning & Evaluation	Guidance & Counseling	Other	Demographic	Total
District Personnel	17	8	4	12	3	0	3	47
Secondary Principal	5	1	3	19	2	1	8	39
Secondary Teacher	5	4	8	12	0	0	2	31
Career Ed. Coordinator	11	1	8	4	23	9	3	59
Elementary Principal	14	4	5	18	0	0	4	45
Elementary Teacher	16	4	8	10	0	0	2	40
Parent	5	0	7	0	11	0	1	24
Business Community	8	0	7	4	1	13	2	35
TOTAL	81	22	50	79	40	23	25	320

occur identical or very similar items. For example, secondary teachers and elementary teachers might all be asked how many workshops or in-service training institutes in the area of career education they have attended. Thus, the total number of items presented across the bottom row of the table overrepresents the number of unique items in the areas.

Sampling Plan for Phase II

The data for the Utah Career Education Needs Assessment Project will be collected principally through eight questionnaires and two checklists, specifically developed for the project. To fit within the constraints of Phase II of the study, the sampling plan for the administration of each of the questionnaires must be rather simple. For most of the instruments, sampling is not done--all persons for whom the questionnaire was designed will be surveyed. For the remaining instruments, the sampling strategies are predicated on using the schools to assist in the data collection and, thus, the school becomes one possible level of analysis. The sampling plan for each form is projected to be as follows.

1) District Personnel Questionnaire--This form will be sent to each of the 40 school districts in the State of Utah. Along with the questionnaire will be a letter explaining that the questionnaire is to be completed by the person or persons in the district office most responsible for career education activities in the district.

2) Secondary Principal Questionnaire--There are 170 junior and senior high schools in the state (83 junior high or middle schools, and

87 senior high schools). The principal for each of these schools will receive a copy of this questionnaire. If an assistant principal has the primary administrative responsibility for career education, then that person would be asked to complete the questionnaire, but the questionnaire would have to be completed by some person in the administration of the school (not a teacher or a counselor).

3) Career Education Coordinator Questionnaire--This form would be sent to each secondary school in the state, and would be completed by a counselor, vocational education teacher, or other person who is primarily responsible for coordinating the career education activities in the school. The form would be sent to the principal of the secondary school, and he/she would be responsible for seeing that the form was completed by the most appropriate person.

4) Secondary Teacher Questionnaire--Copies of this questionnaire would be sent to the principal of each secondary school in the state. The principal would give the questionnaire to 10% of the faculty members to complete. The potential sample size would be approximately 600. Instructions to the principal for selecting representative teachers will be included with the questionnaires.

5) Elementary Principal Questionnaire--This form will be sent to the principal of each elementary school in the state for completion. The total number of such schools is 372. If the school does not have a principal, the head teacher would be expected to complete this form.

6) Elementary Teacher Questionnaire--Copies of this form will be sent to each elementary school principal. The principal will give the

questionnaire to 10% of the faculty (at least one per school). The potential sample size will be between 600 and 700. Instructions would be included with the questionnaires so that the principal can select representative teachers, whenever possible.

7) Parent Questionnaire--This form would be sent to the President of the PTA for each school in the state. The President could complete the form, or could select a representative parent from the membership of the organization. There would be a maximum of 542 respondents to this questionnaire. This will result in an informed, but not random, sample of parents.

8) Business Community Questionnaire--Approximately 500 copies of this questionnaire would be distributed to businesses throughout the state. The potential list would be generated from sources such as BICEP and various Chambers of Commerce. The form would be sent to the owner, manager, or school liaison person within the organization.

9) Inventory of Career Education Materials--There are two forms of this checklist--elementary and secondary. The appropriate form would be sent to the principal of each school in the state, with instructions to have the form completed by the person most likely to have the information requested. That person could be a counselor, a teacher, a librarian, or the principal him/herself.

Confidentiality of Responses

The completed questionnaires and checklists would be mailed directly to IBRIC. No one completing the questionnaires would sign the questionnaire, or in any other way indicate who completed the questionnaire. A coding system will be developed so that the school and the district can

be identified, but not the individual respondent. All data will be presented in summary form, so no individuals can be identified in reports generated by the assessment.

The items in the various questionnaires do not ask for information of a personal nature, and do not violate the personal privacy of any individual responding, but the person will be advised that he/she may leave any item blank that does not seem to be appropraite for the purposes of the needs assessment.

Expected Return

The expected return for the various questionnaires varies greatly. A very high percentage of return would be expected for the District Personnel Questionnaire, and a lower percentage of return would be expected for the Business Community Questionnaire. The percentage of return would be expected to correspond to the involvement of the sample with career education in the state.

A follow-up of non-returned questionnaires would be conducted two weeks and four weeks after the mailing of the questionnaires. The purpose of the follow-up would be to obtain as high a percentage of return as possible, since the needs assessment should have input from as broad and representative a sample of the educational system as possible.

Summary

Phase I of the Career Education Needs Assessment project has been successfully completed. The eight questionnaires and the Inventory of Career Education materials should provide valuable information about the

current status of career education when they are administered in Phase II. During Phase II, the data returned by persons completing the various forms will be analyzed using a variety of statistical techniques. These analyses will allow reporting on the status of career education by the variety of sources tapped, by various levels of the educational system, and by various demographic categories.

The continuation into Phase II of this research will result in a sound definition of career education needs and the development of plans and strategies to promote effective career education programs throughout the State of Utah. A by-product of the research will be an addition to the level of community involvement in the educational process through the participation of those surveyed.

* * *

As was mentioned earlier, the first level of this year's planning effort followed along the lines of developing a draft state plan for career education based on needs that could be verified from existing sources of information. Those career education needs so identified and the documentation of the needs is contained in Appendix I of the accompanying draft state plan.

The CE-CaP Committee met for three days on June 19-21, 1977, to consider the needs which had been verified and to assist in developing the draft state plan.

The CE-CaP Committee prioritized the needs in each of the five major areas or components of the state plan (curriculum, training, guidance and counseling, community, planning and evaluation). Following the prioritization of needs, the CE-CaP Committee divided into small subcommittees to set

one- and five-year objectives. The prioritized needs and one- and five-year objectives are contained in the accompanying draft state plan for career education. (See Appendix I.)

Summary

The development of a state plan for career education in Utah has assumed a two-phase approach for developing a state plan for career education. Phase I involved the development of a draft state plan based on needs that could be verified from existing sources of information. Following the harvesting of concerns the CE-CaP Committee developed a master design for the career education needs assessment. The Committee identified those concerns in the design which they felt could be verified from existing sources of information. An exhaustive search of previous needs assessment studies, statewide assessment efforts and national assessment studies were reviewed and a number of concerns were in fact verified based on existing sources of data.

Based on the verification of some concerns, the CE-CaP Committee prioritized needs and established one- and five-year objectives.

Phase II of state plan development for career education in Utah will involve the following:

1. Analysis and further refinement of the career education needs of students K-12 in Utah schools including the needs of special populations.

2. Considerable data collection from teachers, administrators, parents, and the business community and a complete analysis of these new data along with existing data to identify institution needs related to career education.

3. The preparation of the final state plan to include one- and five-year objectives and strategies to meet the objectives.

4. The identification of career education resources both in and out of the state to be used in implementing career education.

APPENDIX A

Membership of the Career Education Advisory Council

12/7/76

CAREER EDUCATION ADVISORY COUNCIL

A. Major Units of State--Educational Agency

1.	Dr. Lerue Winget	Associate Superintendent Office of Instruction Services
2.	Dr. Vaughn L. Hall	Associate Superintendent Office of Adult, Vocational, and Rehabilitation Services
3.	Mr. Walter E. Ulrich	Administrator, Division of Vocational-Technical Education
4.	Mr. G. Morris Rowley	Administrator, Division of Technical Assistance
5.	Dr. Keith D. Steck	Coordinator, Pupil Personnel Services

B. Other State Governmental Units

6.	Dr. Orville D. Carnahan	Associate Commissioner Board of Regents
7.	Ms. Louise M. McCafferty	Job Service

C. Business and Industry

8.	Mr. Daniel L. Berman	Attorney
9.	Mr. Richard S. Prows	Prowswood, Inc.

D. Labor

10.	Mr. Leo W. Kelly, Jr.	United Association of Journeymen & Apprentices of the Plumbers & Pipe Fitting Industry

E. Local Government

11.	Mr. Morris F. Swapp	Mayor, Bountiful City

F. Professions

12.	Frank P. McNeil	Director, State Pharmaceutical Association, Inc.

G. Institutions of Higher Learning

13. Dr. Izar Martinez	Associate Dean, College of Education, Utah State University

H. School Administrators

14. Dr. James C. Blair	Superintendent, Logan City School District

I. School Boards

15. Mrs. Sue Marie Young	Sevier District School Board, Richfield

J. Utah Counselors

16. Mrs. Kolene Granger	Counselor, Bingham Junior High School, Jordan School District

K. Teachers

17. William L. Lythgoe	Teacher, Pioneer School, Weber School District

L. Vocational Education

18. Mrs. Lois Anderson	President, Utah Vocational Association

M. Career Education

19. Dr. Stanley "A" Leavitt	Career Education Director, Alpine School District

N. Parents (PTA)

20. Mrs. Darlene Hutchison	First Vice President, Utah State Parents Teachers Association

O. Administrators

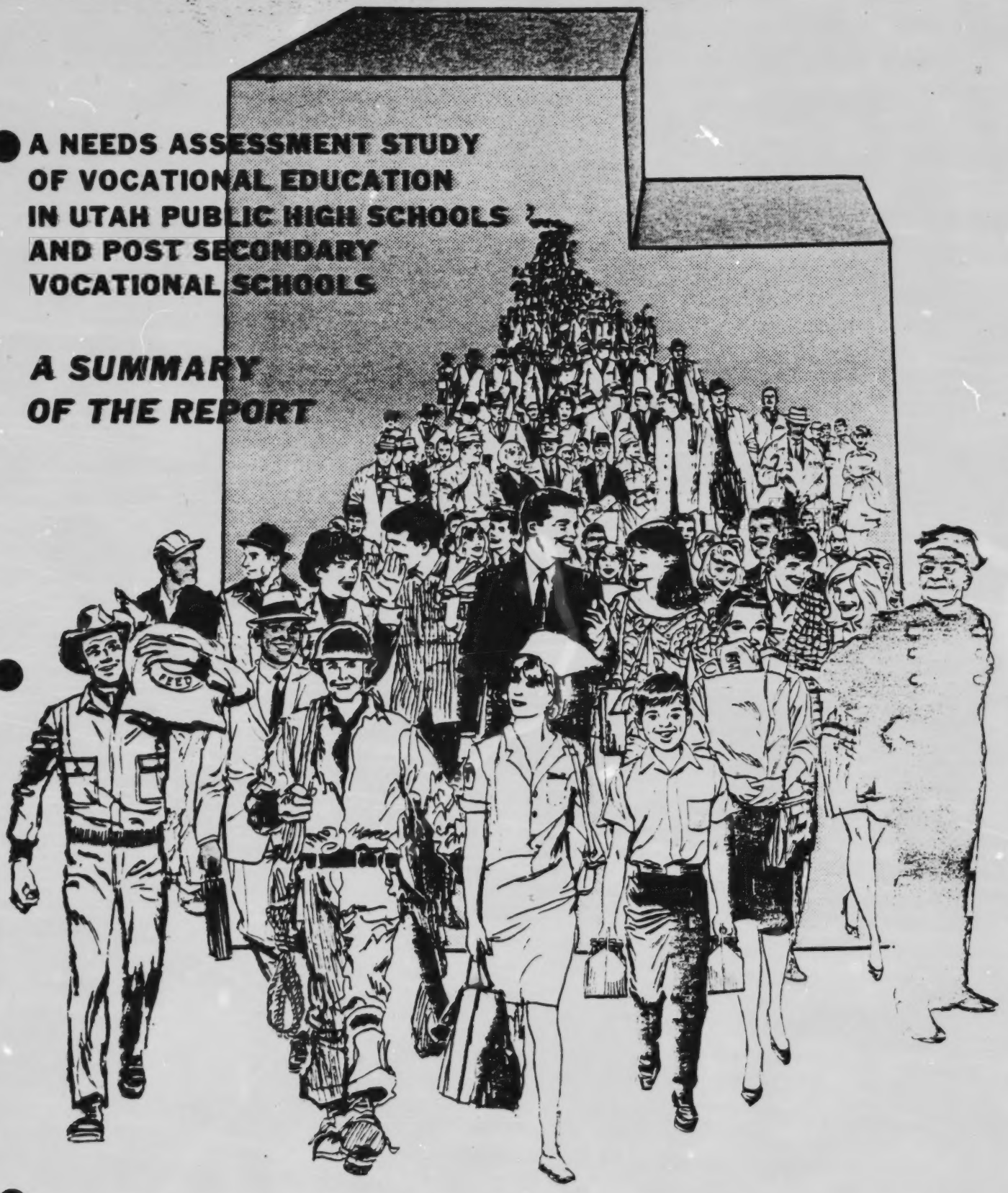
22. Dr. John A. Larsen	Principal, Olympus High School

APPENDIX B

Statewide Vocational Needs Assessment

A NEEDS ASSESSMENT STUDY OF VOCATIONAL EDUCATION IN UTAH PUBLIC HIGH SCHOOLS AND POST SECONDARY VOCATIONAL SCHOOLS

A SUMMARY OF THE REPORT



Utah State Board for Vocational - Technical Education 1972

FOREWORD AND METHODOLOGY

Reacting to public awareness of vocational education pressures and the growing demand for more vocational preparation in Utah schools, the 1973 Legislature directed the Utah State Board for Vocational Education and the Staff of the State Education Agency to make a needs assessment of vocational education, and report the needs to the Legislature. This investigation was accomplished by members of the Agency staff and non-educators contracted to assist in the study. In addition, the counsel and resources of the schools, parents, students, industry/business, and other public agencies were utilized.

The original report is contained in a document of some 600 pages; this publication being only a brief summary. Concerns were harvested from students and other patrons of vocational education, educators, and renowned experts through a literature search As a result of this input, 15 pervasive and persistent problems associated with vocational-technical education were investigated.

Similar to research techniques, questions or assumptions surrounding each of the problems were identified and tested in order to verify or reject each perceived need (or to ascertain what portions of the problem or extensiveness of the problem actually existed).

Those questions answerable by means of opinion data were transformed into appropriate items to be included on questionnaires for various target groups. Those questions best answered by literature search, existing data, test and measurement results, research findings and other defensible, empirical evidence were duly categorized and the appropriate method of documentation implemented.

Due to the breadth of the 15 perceived needs, it was necessary to build nine questionnaires, one instrument for each of nine target groups of respondents. The nine survey groups were identified, total populations determined, and sample size calculated so that each sample variable would be within a pre-determined, tolerated error of $\pm$ 3.5 percent and a confidence level of 95 percent.

When using a mail-back technique, a certain segment or personality type of the sample is sometimes missed due to various reasons such as inability to read, indifference in attitude or lack of responsibility. In order to over come the possibility of such a weakness in the returns, all questionnaires were administered through the use of trained and experienced pollsters on a one to one personal interview basis. Samples were randomly drawn and their addresses supplied to the pollsters. As many as three return calls were made to contact persons in the original sample. Educators were an exception to this procedure wherein responses were returned by mail.

The post-secondary student sample was drawn from those persons attending Utah Technical Colleges at Provo and Salt Lake City, Weber State College, and the area vocational centers. The names drawn from Board of Education records were randomly selected and the questionnaire-interviews administered on a statewide sample basis.

In all, some 1500 students, approximately 1900 educators and 600 parents participated in the surveys. In addition, business and industrial leaders were interviewed. A tabulation illustrating total population, and sample size of each target group is displayed on the following page.

This summary report contains a brief and somewhat general synopsis of the conclusions of each of the original 15 perceived needs which were investigated. The topics in this summary do not actually number to 15 as for purposes of this summary, several perceived needs were combined.

The findings and conclusions of the vocational needs assessment study are presented to the State Legislature with the hope that the information will assist the members in making informed decisions on problems affecting occupational preparation and economic opportunity for Utah's youth, adults, and underprivileged. They are presented also to the patrons and supporters of the educational system, hoping they will be used to facilitate youth in making decisions for their futures, and to assist parents in understanding the problems confronting vocational education.

Walter D. Talbot
State Superintendent
of Public Instruction

Total Population and Sample Size of Various Target Groups Who Provided Opinion Data for 1972 Vocational Needs Assessment Study

Target Group	Total Population	Sample Size	Interview or Mail	Return Size	Percent of Return
Parents	72,000	600	Interv.	600	100%
General high school[a] students	59,680	500	Interv.	512	100%
High school students with vocational interest	1,874	250	Interv.	250	100%
Post-secondary vocational students	6,300	300	Interv.	300	100%
Disadvantaged high school students	7,000[b]	202	Interv.	202	100%
Dropout students	1,354[c]	202	Interv.	202	100%
Administrators	218	218	218	144	66.1%
High school counselors	176	176	176	98	55.7%
High school vocational education teachers	494	494	494	221	44.7%
General high school teachers	4,700	631	631	115	20.7%[d]
Post-secondary vocational teachers	360	360	360	59	16.4%[d]

[a]The designation "high school" includes grades 10-12.

[b]Estimated statewide.

[c]Population within the school districts surveyed.

[d]Returns on all samples provided ± 3.5% margin of error except general high school teachers and post-secondary vocational teachers.

THE ROLE OF SECONDARY TRAINING: PREPARATION OR ORIENTATION?

The Present Status

In the realm of vocational education, the needs of students are two-fold--they need information and assistance by way of exposure and experiences which have the intent of orientation and exploration; and some students upon making tentative career decisions, need the types of knowledge and experiences which will prepare them with marketable trade skills.

This means that there is a place for both types of courses--courses aimed at orientation or exploration of careers (academic as well as vocational careers) and courses aimed at job preparation or trade training. By intent, Industrial Arts courses should fulfill the exploratory function and Trade and Industrial courses should prepare students with marketable job skills.

The basic question is: Are nearly all high school vocational courses taught as Industrial Arts-type courses? Are Trade and Industrial courses watered down with little in-depth skill preparation?

Most teachers (82%) and administrators (72%) felt that their trade and industrial courses were conducted more as vocational-skill, job oriented type classes than as exploratory-type classes, but most students (66%) did not share this view.

It seems that many vocational teachers view T & I courses more liberally and feel that some exploratory or orientation-type subject matter is appropriate. As a result, many T & I courses are not taught as completely as they should be nor the subject matter treated in sufficient depth for job preparation.

Efforts to bring about change in the way courses are actually taught will probably meet with some resistance as teachers have a considerable degree of autonomy and approximately half of the vocational teachers indicate a philosophy that T & I courses do not necessarily or appropriately require being taught completely or nearly-completely as trade-skill, job-oriented programs.

Recommendations

Federal and State guidelines are already in existence which specify to what extent trade and industrial courses should be skill and job oriented. Programs should be brought into harmony with these guidelines. If part of the problem occurs because vocational teachers are misunderstanding the guidelines, an information program should be initiated in order to clear up any confusion about the role trade and industrial courses should play on the secondary level.

HIGH SCHOOL REQUIREMENTS VERSUS COURSE ELECTIVES

The Present Status

At the present time, students in the State of Utah are required to take eight and one-half units of credit for graduation. This leaves nine and one-half elective units during the high school years. Of course, elective possibilities include much more than vocational offerings. The typical student would like to explore interests in several areas. To compound the lack-of-time problem in following such interests, students often take more than just one class in each area of interest. An interest in music often includes chorus or band or orchestra for two or even three years. Interests in debate, athletics, math or science, seminary and others often lead to taking a series of classes in several of these areas of interest during the student's high school years. Add to this a number of singles such as drivers' education, personal type, and extra physical education and home economics (personal) or industrial arts (not a vocational class) and it can be more easily understood how most students actually have time for only one or two areas of special interest during their three years in high school.

This means that students really have very little time to take vocational courses, even if a greater variety were offered.

Another factor which influences student decisions with respect to course electives and especially vocational-technical electives is the percentage of academic offerings compared to the percentage of vocational offerings. Right now, approximately 63 percent of all class offerings in Utah high schools are academic. Only 16 percent are vocational.

Even among those students who have vocational interests, nearly 60 percent do not complete a vocational program. The main reason for noncompletion, according to the students, is a lack of time because of required classes.

Recommendations

Present graduation requirements in Utah make it impossible for many students to take an adequate number of vocational-technical classes. A change in the graduation requirements to allow for more elective time would allow students to undertake a more comprehensive and meaningful vocational training program.

THE CAREER DECISION: WHEN AND HOW

The Present Status

It is apparent that many Utah high school students are not adequately equipped with information and experience or motivated to make a career decision, even tentative, during the high school years.

Even though 80 percent of the students feel that it would be to their advantage to set a career goal while in high school, only 25 to 40 percent make such a decision before graduation. This obvious gap between student belief and practice points out a lack of three necessary ingredients in the decision making process: motivation, information, and guidance.

Motivation towards vocational decisions is lacking in Utah's high schools. About 40 percent of high school students report that teachers rarely or never discuss occupational opportunities related to the subject matter being taught.

Nor are students receiving adequate information about training and career possibilities. Only 12 to 29 percent of the students judged themselves "very aware" of four common career training possibilities after high school. And nearly half of the school administrators feel that students probably don't receive necessary information in school to make career decisions.

Perhaps the most important lack in the student's ability to make a career decision is insufficient assistance from school personnel. It seems that the various types of educators on the school staff consider assistance to students in career decisions to be the responsibility of someone else on the staff. Nearly half of the administrators admit that the teachers and counselors probably do not coordinate efforts toward career guidance. Among small schools, only 12 percent report having an in-depth career guidance program. The percentage rises to 54 percent among large high schools and reaches 87 percent for medium-size high schools. Of course, the study reveals that at least some of the lack of assistance results from student reluctance in consulting with school counselors; this appears to be especially apparent among minority students.

Recommendations

Students need organized direction and assistance in order to make career decisions while in high school. The entire staff of educators in high schools--teachers, counselors, media personnel, administrators, social workers, etc.--need to share this responsibility and coordinate their efforts so that students actually receive a balanced program consisting of motivation, information and guidance. All types of educators should be involved in the design of a comprehensive program and all should have responsibility for a specific portion or function of the program.

JOB PLACEMENT FOR VOCATIONAL-TECHNICAL STUDENTS

The Present Status

Job placement services for interested and prepared high school students are weak in Utah. While most high schools do well in helping to place students in colleges and universities, the schools have limited effectiveness in the more difficult and time consuming function of placing individual students on jobs.

Of those high school graduates who took three or more vocational courses while in high school and who are presently employed, 52 percent say they are engaged in the actual work or related work for which they trained in high school.

But only 6 percent report that they received help from their high school in securing these jobs.

Parents seem especially anxious to have placement services provided by high schools. Ninety-six percent of the parents interviewed feel that schools should provide more information on jobs, and in other ways be more involved in career guidance.

A majority of high school students (59%) feel that they are rarely or never counseled on career choices that relate to their own job interests.

Forty-five percent of high school counselors feel that placement assistance is available to students in their school, another 23 percent say that placement help is available for those students who seek it, and 32 percent say that job placement assistance is not available at their school.

There appears to be a discrepancy, then, between how students and parents view the effectiveness of job placement at their school and how school personnel such as counselors view it.

Recommendations

It is recommended that adequate job placement services be reviewed and strengthened in Utah's high schools. "Adequate" would meet the following criterion: a matching of student skills and interests, sufficient distributing of job information to students, orienting students to job markets and earning potentials, assisting students with actual job interviews, training students in interviewing techniques, and conducting follow-up counseling after placement.

THE VARIETY OF CLASS OFFERINGS IN VOCATIONAL EDUCATION

The Present Status

Over half of the high school students with vocational interest in the State of Utah feel that there are not enough vocational education classes offered in their high school.

On a percentage basis, dissatisfaction with the variety of offerings was expressed by over 50 percent of the students, 27 percent of the counselors, 20 percent of the teachers, and 10 percent of the administrators. With the exception of agriculture courses, the urban schools offer far greater variety than either rural or suburban schools.

Vocational-technical education in Utah is divided into six major categories: health, distributive education, trade and industry, business/office, agriculture, and home economics. But, less than two percent of Utah high schools offer a course of study in each of the six divisions. Fourteen percent of the high schools offer a course in five of the six divisions. On an average, Utah high schools offer courses in three to four of the six areas.

Another important aspect about variety is the degree to which the variety of course offerings correlate with labor needs or demand in the State. Presently, at a majority of Utah high schools, the greatest number of courses are offered in occupational areas where the least job demand exists. For instance, a labor surplus exists in business, home economics, and agriculture; and it is in these areas where most of the classes are offered.

A graph is displayed on the following page which illustrates the degree to which 1977 projected educational output correlates with labor demand in each of the six major divisions of vocational education.

Recommendations

The variety of class offerings in the vocational-technical area should be both expanded and modified--expanded to include more offerings in all six categories of vocational-technical education and modified to take into account current and projected job markets in the State of Utah.

APPENDIX C

Utah Statewide Educational Assessment

VIII. RESULTS FROM THE PRODUCTIVE MATURITY GOAL AREA

CHAPTER VIII

RESULTS FROM THE PRODUCTIVE MATURITY GOAL AREA

> A person's productive maturity is exemplified by a continuing involvement in the creating, generating, and using of ideas, goods, and services beneficial to mankind and satisfying to the individual. (Goals and General Objectives of Education in Utah, 1973)

The general objectives which would lead to the attainment of this goal indicate that the individual should discover, develop, and use his or her full potential in personal, social, and occupational areas.

Description of the Measurement Instruments

After a review of potential measures, it was judged that the best use of testing time and measurement coverage could be achieved by using a somewhat different set of assessment instruments for the two grade levels. For both grades 5 and 11, an expanded version of a previously existing measure--Independent Development--was revised and constructed. Relevant data for the construction of the measure were available from a number of studies completed by IBRIC. The final scale was a measure of the extent to which students independently participate in self-initiated learning activities which increase their general competence. Students with high Independent Development scores reported that they often extended the scope of material learned in school by working on something at home to learn more about it, visited the library to get additional information not needed for classwork, read an advanced text

A scale on Career Awareness and Exploration was included in the 11th grade assessment, with four appropriate items from this area also used for grade 5. This specially developed measure assessed whether students had given some thought to and had some experiences related to career choice. A high-scoring student more often reported that he had considered what kinds of training or education were necessary for certain jobs, had made some plans about how much education he wanted after high school, and had made some definite plans about a future career or job. Typically, the high-scoring student also indicated that he had taken an interest or ability test and had the results explained to him, had investigated the requirements for an occupation in which he was interested, and had considered what kind of work would provide him with an opportunity to use his talents and abilities.

The fourth measure used at the 11th grade level was Career Development Experience. Three items from this scale were also administered to the 5th grade students. This scale was also specially constructed and focused on activities and experiences provided by the school, rather than initiated by the individual student. A high score on this scale indicated a high level of student particiption in numerous school activities which examined and evaluated career possibilities during the school year. These activities included: comparing jobs on the basis of training requirements and other considerations, studying how different jobs might influence one's life, preparing a summary of job qualifications, studying how hobbies and spare time interests could be helpful in getting a job, etc.

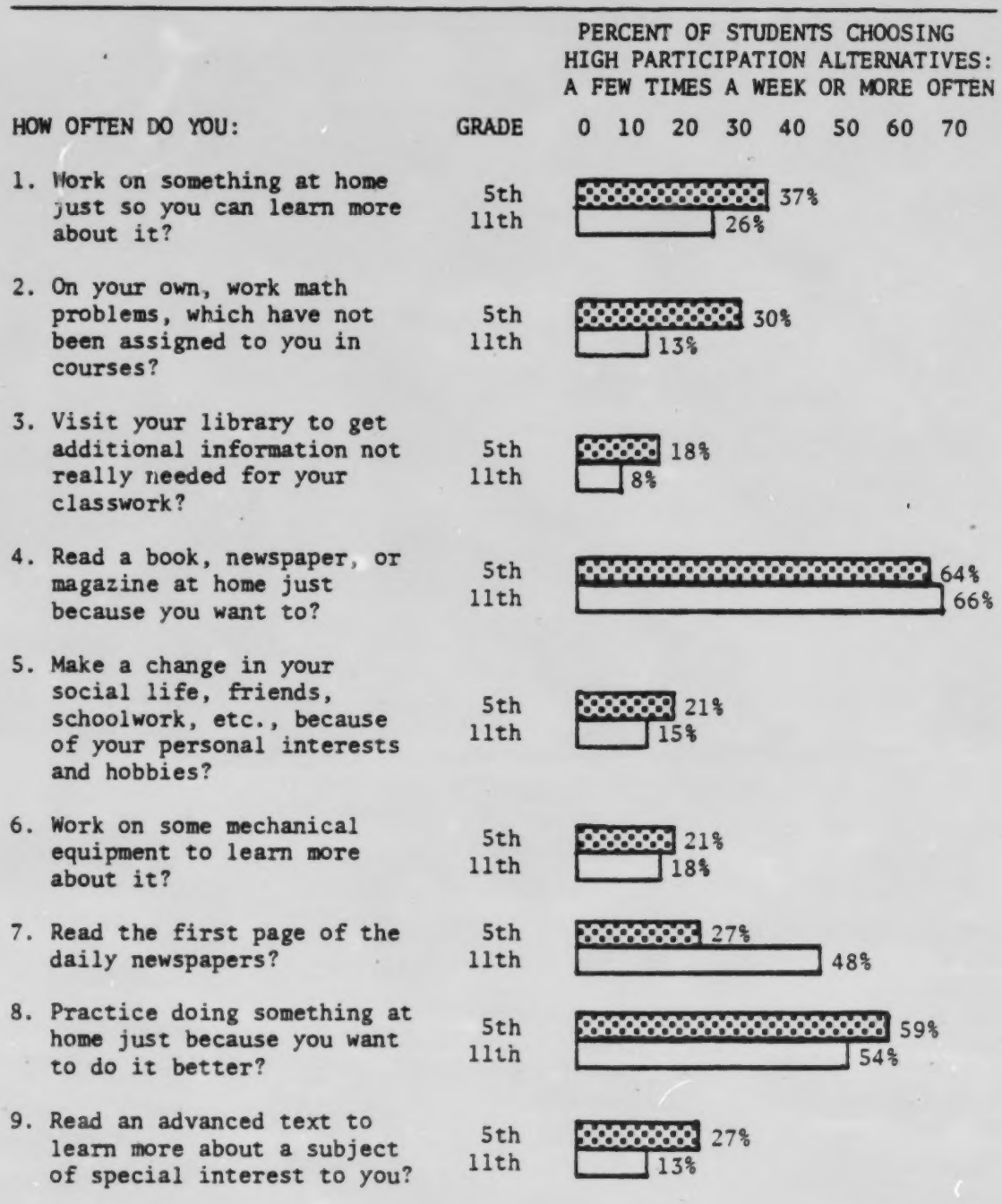
Results for the Independent Development Scale

Since the Independent Development scale was prepared specifically for the Statewide Assessment, there were no national norms available against which the Utah sample could be compared. However, extensive information is available concerning the results for the Utah students at each grade level and how this measure related to other variables. Although the total score on Independent Development was similar for grades 5 and 11, there were marked differences in responses to specific items within the scale. Examples of items from the Independent Development scale, along with the percentage of students at each grade level choosing the two most positive alternatives, are presented in Exhibit 18.

There are a number of things to observe in this exhibit. First, for most of the items, the percentage of students engaging in the various activities is relatively small. On only a few items is the percentage of students who reported participating in these self-initiated learning activities a few times a week or more over 50%. For example, on the first item, approximately 37% of the Utah 5th grade students studied or worked on something at home just so they could learn more about it a few times a week or more often. At the 11th grade level, the percentage was only 26%. For the majority of these items, the 5th grade students were more actively engaged in independent learning activities than were the 11th grade students. On items 4 and 7, which deal with reading magazines and newspapers, the 11th grade students did exceed the 5th grade students in the extent of their participation, as might be expected for these particular items. On the balance of these example items, the 5th grade students had at least slightly higher levels of participation. These results suggest the obvious question of: Can schools stimulate higher levels of independent learning? Stated alternately, what kinds

Exhibit 18

Selected Item Results from the Independent Development Scale, Grades 5 and 11


PERCENT OF STUDENTS CHOOSING HIGH PARTICIPATION ALTERNATIVES: A FEW TIMES A WEEK OR MORE OFTEN
HOW OFTEN DO YOU:
GRADE
0 10 20 30 40 50 60 70
1. Work on something at home just so you can learn more about it?
5th 37%
11th 26%
2. On your own, work math problems, which have not been assigned to you in courses?
5th 30%
11th 13%
3. Visit your library to get additional information not really needed for your classwork?
5th 18%
11th 8%
4. Read a book, newspaper, or magazine at home just because you want to?
5th 64%
11th 66%
5. Make a change in your social life, friends, schoolwork, etc., because of your personal interests and hobbies?
5th 21%
11th 15%
6. Work on some mechanical equipment to learn more about it?
5th 21%
11th 18%
7. Read the first page of the daily newspapers?
5th 27%
11th 48%
8. Practice doing something at home just because you want to do it better?
5th 59%
11th 54%
9. Read an advanced text to learn more about a subject of special interest to you?
5th 27%
11th 13%

of school activities or student characteristics are associated with high participation in independent learning activities? A later section of this chapter on the correlates of Independent Development will provide some information to help answer these questions.

Results for the Career Planning Knowledge Test--Grade 11

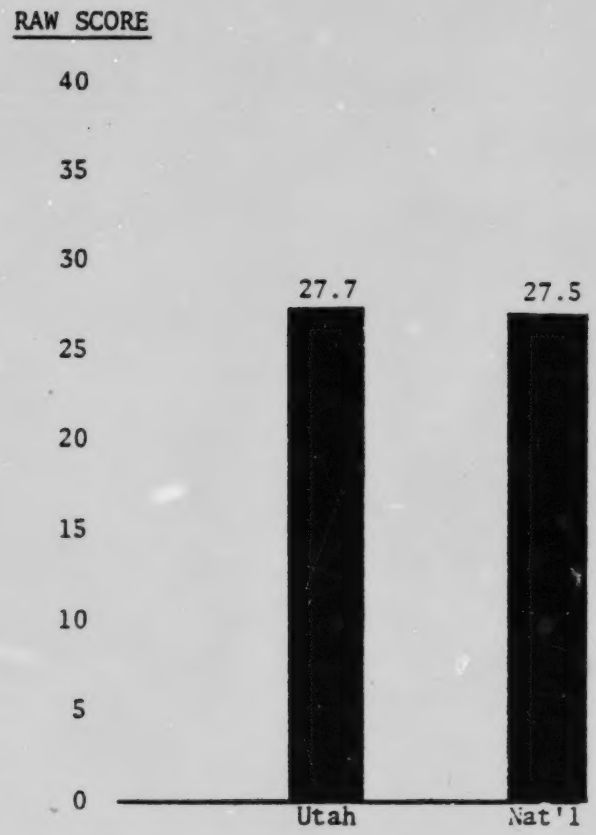
As mentioned previously, the Career Planning Knowledge test, developed by the American College Testing Program, was administered to the 11th grade students. This was a timed test, made up of 40 items, which measured a sampling of facts, concepts, and understandings useful in career planning. The results comparing the Utah students to the national standardization sample are presented in Exhibit 19 in terms of the average raw score obtained by each of the two samples. The two samples obtained almost identical average scores indicating that the performance of the Utah 11th grade students tested essentially equaled the national standardization sample.

Further information about the performance of Utah students on the Career Planning Knowledge test can be gained from examining some of the individual item results.

- Of the Utah sample, 89% knew that career planning should begin before the final year of high school; 85% of the national sample correctly answered this question
- Of the Utah students, 32% correctly answered that English and mathematics entrance requirements for various colleges were different, 48% of the national sample knew this
- Of the Utah students, 87% correctly answered that there was not just one right job for a person in terms of his abilities; this was answered correctly by 83% of the national sample
- Of the Utah students, 73% correctly recognized that most women worked outside of the home after marriage, while only 70% of the national sample so responded

Exhibit 19

Utah vs. National Results on the Career Planning Knowledge Test, Grade 11



	Utah	Nat'l
Percent of Correct Responses	69%	69%

- Of the Utah students, 49% knew that 2/3's of all jobs did not require a college degree, while 47% so responded on the national sample

- Of the Utah students, 70% knew that the typical man will hold more than four differerent jobs during his lifetime where only 63% so responded on the national sample

These results provide an indication of the item content of the Career Planning Knowledge test. Many of the items in this scale are concerned with highly practical considerations that most students should be fully aware of by the time they complete their high school education. With the exception of the items dealing with college English and mathematics entrance requirements and the percentage of job openings requiring a college degree, most of the questions were answered correctly by a high percentage of Utah students.

Results for the Career Awareness and Exploration Scale

This measure was specially constructed and dealt with the individual's level of maturity and awareness in making effective career decisions. There were 21 items in this scale for the 11th grade and four of these were used at the 5th grade. The common items are presented in Exhibit 20 to allow comparisons between the 5th and 11th grades.

When administering questions of this kind to students in the 5th grade, a certain amount of caution is necessary in interpreting the results, since their responses may reflect some distortion due to their lack of experience and stage of development. On the other hand, the results indicate some frankness and objectivity by all students responding to the various items. To illustrate, 73% of the 5th grade students believed their job future was good or very good, while at the 11th grade level, the percentage was 67%. The percentage may be higher for 5th graders reflecting their level of maturity.

Exhibit 20

Results for Selected Items from the Career Awareness and Exploration Scale, Grades 5 and 11

ITEM	PERCENT CHOOSING ALTERNATIVE GRADE 5	GRADE 11
1. Would you say your job future is:		
A. Very poor	1%	1%
B. Poor	2%	2%
C. Uncertain	22%	29%
D. Good	38%	43%
E. Very good	35%	24%
2. Have you decided upon a job or a career?		
A. Have not thought about it.	9%	3%
B. Have a few ideas.	38%	28%
C. Have made some tentative plans.	12%	22%
D. Have made some plans and decisions.	22%	31%
E. Have made definite plans and decisions.	18%	14%
3. Have you decided about how much education, if any, you want to obtain after high school?		
A. Have not thought about it.	22%	4%
B. Have a few ideas.	24%	20%
C. Have made some tentative plans.	14%	23%
D. Have made some plans and decisions.	22%	36%
E. Have made definite plans and decisions.	18%	16%
4. What kind of work would provide you with an opportunity to use your talents and abilities?		
A. Haven't thought about it.	17%	8%
B. Have thought about it a little.	44%	29%
C. Have thought about it a lot.	38%	57%

On item two, 9% of the 5th grade students had not thought about a job or career, while only 3% of the 11th grade students so responded. The 14% of 11th grade students who chose the alternative "have made definite plans and decisions" were probably more realistic and practical in their responses than were the 18% of the 5th grade sample. On question three, 22% of the 5th grade students had not thought about post high school education, while only 4% of the 11th grade students made this choice. In general, the 11th grade students had progressed toward making plans and some decisions about their future education.

On the last question, which requested the students to respond about what kind of work would provide them with an opportunity to use their talents and abilities, 37% of the 11th grade students responded that they had thought about it "a little" or less. While this indicates a considerably higher level than in the 5th grade sample (61%), a large number of Utah students have not seriously considered the kind of work that would best utilize their talents and abilities.

Results for the Career Development Experience Scale

This scale was focused on student participation in school activities rather than upon the student's personal career plans and activities, and, as such, provided an indication of how much emphasis is given to career development as part of the school curriculum. Only three items from this scale were included at the 5th grade level and results on these plus three additional items from the 11th grade scale are presented in Exhibit 21. These results are given in terms of the percent of students responding to each alternative of each item. On the items which were common for both grade levels, there were relatively small differences

Exhibit 21

Results for Selected Items from the Career Development Experience Scale, Grades 5 and 11

ITEMS	PERCENT CHOOSING ALTERNATIVE GRADE 5	GRADE 11
How often have you done the following activities during this school year?		
1. Studied different jobs and how much education and training they require?		
A. Not at all	22%	16%
B. Once or twice	46%	47%
C. A number of times	29%	30%
2. Studied how jobs might change in the next ten years?		
A. Not at all	33%	35%
B. Once or twice	44%	42%
C. A number of times	22%	17%
3. Studied how different jobs might influence your life?		
A. Not at all	31%	18%
B. Once or twice	47%	45%
C. A number of times	20%	31%
4. Studied how jobs may differ in terms of opportunities for advancement, security, etc.?		
A. Not at all		19%
B. Once or twice		45%
C. A number of times		30%
5. Studied how fast subject matter information changes as knowledge is discovered?		
A. Not at all		43%
B. Once or twice		41%
C. A number of times		11%
6. Compared the good and bad things of two different jobs?		
A. Not at all		22%
B. Once or twice		46%
C. A number of times		26%

in the 5th and 11th grade results. This was a somewhat disappointing finding in that it might be expected that the 11th grade students would have had considerably more exposure to Career Development Experience activities as they progressed through the educational system. The item that showed the most difference between the 5th and 11th grades was item 3, which requested the students to describe how different jobs might influence their lives. On this item, 31% of the 11th grade students responded that they studied this a number of times, while only 20% of the 5th grade students so responded. At the other end of the scale, well over 60% of both the 5th grade students and the 11th grade students responded that they had studied how different jobs might influence their lives only twice or less during this school year; a finding which suggests that greater emphasis could be given to this area of the curriculum. The same phenomenon generally held for items 1 and 2, which also showed that a fairly large percentage of students had not been intensively exposed to career development experiences during their schooling.

On items 4, 5, and 6, where only 11th grade data were available, a similar picture emerges. Apparently the majority of students in Utah schools do not gain sufficient information about jobs through the educational system. These findings raise the question of whether greater emphasis on career planning and decision-making should be integrated into all parts of the curriculum rather than reserved for special programs or classes.

While the results on the Career Development Experience items appear to point out worthwhile areas for attention to foster higher levels of student development, available data from other measures in the assessment study indicated that some cautions may be in order. For example, schools

with high average scores on the Career Development Experience scale tended to have unfavorable scores on Internal Control, External Control, Aggression, and Anxiety. These results, in conjunction with those obtained on items, indicated that more attention could well be devoted to the Productive Maturity Goal area within the Utah educational system; however, care must be taken to promote growth in the other goal areas as well.

Correlates of Independent Development--Individual Student Level of Analysis

Since the relationships between the Independent Development scale and the other measures included in the Statewide Assessment were similar for the 5th and 11th grades, they will be discussed together. The relationships between the Independent Development scale and the Intellectual Maturity measure of Mathematics were very limited on the 5th grade ($r = .10$), and only slightly higher on the 11th grade ($r = .18$). These data indicated that students with high Independent Development scores may have been participating in activities which they defined as important, but which had only limited benefit in improving mathematics achievement test scores.

Generally, the picture of students who scored high on Independent Development and were effective in self-initiated learning outside of the school system is one of positive mental health as manifested by generally moderate relationships between this scale and the Emotional Maturity scales. Autonomy had the highest relationship with Independent Development ($r = .40$ at grade 5 and .46 at grade 11). This relationship supported the validity of the measures, because one who was high on independent, self-initiated learning would also be expected to be

self-sufficient and self-directing. The self-initiated learner was also above average on other Emotional Maturity scores, including Academic Self-Concept, Self-Acceptance, Social Adequacy, and Internal Control. This student also tended to be slightly less aggressive and lower on Anxiety than students who had low Independent Development scores.

The Social Maturity area scales of Peer Relations (5th and 11th grades), Leadership, and Extra-Curricular Activities (11th grade only) also had generally moderate to substantial relationships with the Independent Development scale, suggesting that the students who were high on self-initiated learning were also well respected and enjoyed by their peers and were viewed as leaders active in school activities.

All three measures of the Aesthetic Maturity Goal area had significant relationships with the Independent Development scale. The most strongly related was the Art and Music Activities scale ($r = .48$ at grade 5 and .39 at grade 11), a finding which illustrated the interrelated nature of student development in these areas.

In comparison to the relatively strong relationship between Socio-Economic Status (SES) and the Intellectual Maturity scales, Independent Development had a lower relationship ($r = .25$) with SES, indicating a tendency for students from high socio-economic status families to be more involved with self-initiated learning activities.

Correlates of Independent Development--Grade 5--Classroom Level of Analysis

For the classroom level of analysis, the scores of individual students within classrooms were averaged and these averages were correlated with the averages obtained on other measures included in the Statewide Assessment. Generally, the results obtained from the classroom level

of analysis paralleled those obtained at the individual level, except that slightly higher relationships were typical as a result of the averaging process.

Relationship with Educational Process Measures. Most of the process measures--Individualization of Instruction, Reinforcement of Self-Concept, Classroom Participation, Enjoyment of First Period Class, and Development of Career Talents--had highly significant relationships with the Independent Development score; obviously missing was the Expectations scale, concerning the amount of learning expected within a classroom. The scores with the highest relationships with Independent Development were Reinforcement of Self-Concept ($r = .42$), Classroom Participation ($r = .46$), and Development of Career Talents ($r = .47$). All of these measures involved some concern and recognition for the individual student's capabilities. These results pointed out teaching strategies associated with higher levels of Independent Development; strategies that should be seriously considered by educators to promote higher levels of learning outside the classroom.

Relationship with Teacher Questionnaire Items. Only three of the 51 items in the Teacher Questionnaire were significantly related to the Independent Development scale. Teacher activities and classroom conditions associated with higher levels of student Independent Development were:

- Having students set their own goals once a day or more
- Making assignments which require student teamwork once a week or more
- Displaying student work once a day or more

Correlates of Independent Development--School Level of Analysis

At the school level of analysis, the scores of all students within each school were averaged so that only differences between schools remained. The results of this analysis followed very closely the pattern presented previously for the classroom level; however, there was a consistent trend for the 5th grade results to show higher relationships among measures. The results generally followed the pattern of what would be expected from knowledge of the differences between schools on the 5th and 11th grade level on Independent Development. That is, generally speaking, the differences between schools on Independent Development were small at the 5th grade and even smaller at the 11th, and thus, the correlations between Independent Development and other variables would necessarily be limited. These findings further suggest that, by the 11th grade, schools had little differential effect on this measure.

At the 5th grade level, the school process measures still had significant relationships with the Independent Development score. Schools which had high scores on Reinforcement of Self-Concept, Classroom Participation, and Development of Career Talents also generally had above average levels of performance on Independent Development. The evidence indicates that frequent use of these teaching strategies is associated with the development of high performance on the Independent Development scores.

None of the school classification variables had any appreciable influence on the Independent Development score at either grade level. The measures which showed no meaningful effect included Title I versus non-Title I schools, architecturally open versus closed schools, school size, and the rural, suburban, and urban location variables.

Summary

Four different scales for this goal area were administered to 11th grade students; only one of these--Independent Development--was also administered to the 5th grade student. Selected items from the Career Awareness and Exploration scale and the Career Development Experience scale were administered to 5th grade students; but these two scales and the Career Planning Knowledge scale were designed primarily for 11th grade students. The results of the measures for this goal area are briefly listed below.

1) The number of students who actively participated in self-initiated learning activities--Independent Development--was relatively small. The 5th grade and 11th grade students had very similar average scores on this measure.

2) On the Career Planning Knowledge test, the Utah students tested performed at the same level as the national standardization sample.

3) Utah 11th grade students have made some plans and decisions about their future education and careers, but much more effort could be directed toward increasing such career planning activities throughout the curriculum in Utah schools.

4) The students who scored at high levels on the Independent Development scale tended to have high scores on Academic Self-Concept, Peer Relations, and Music Achievement.

5) Examples of instructional strategies related to higher levels of Independent Development were Classroom Participation, Reinforcement of Self-Concept, and Development of Career Talents.

6) Socio-Economic Status had a relatively low relationship with Independent Development and was not a primary explanatory variable for this goal area.

APPENDIX D

Membership of the CE-CaP Committee

CE-CaP Committee

(Career Education Conceptualizers and Planners)

LaMar Allred
Division of Staff Development

Mike Bertoch
Utah State University

Donna Carr
Division of Staff Development

Garn Coombs
Brigham Young University

Jan Dickson
Career Education Unit

DeOn Jensen
Career Education Unit

Lynn Jensen
Career Education Unit

Thera Johnson
Weber School District

N. Craig Kennington
Salt Lake City School District

Gary LaComb
Division of Vocational Education

Dave Nelson
Planning Unit

Don K. Richards
Granite School District

Donna Sato
Division of Adult Education

Ferrin Van Wagoner
Division of Technical Assistance

Jennie Kearl
Division of Curriculum

Ray D. Warner
Nebo School District

Russ Whitaker
Division of Staff Development

2 members of Advisory Council

APPENDIX E

Membership of the CE-CaP Subcommittees

CE-CaP* SUBCOMMITTEES

Guidance

Russell Whitaker, Specialist, Pupil Personnel Services, State Board of Education
Michael Bertoch, Head, Psychology Department, Utah State University
Richard Harper, Counselor, Olympus High School Granite School District
Kolene Granger, Counselor, Bingham Junior High School, Jordan School District
Carol Wight, Elementary Counselor, Jordan School District

Home and Family

Darlene Hutchison, First Vice President, State PTA
Paula Wright, Volunteer Program, Weber School District
Diana Beck, Girl Scouts of America
Gene Ishizuka, Northwest Community Center
Thera Johnson, Specialist, Career Education, Weber School District

Business/Labor, Industry/Professional/Government

Blaine Pitts, Director, Salt Lake Job Service
Lou Mele, Kaiser Steel Corporation
LaVon Day, Director of Training and Federal Programs, American Coal Company
Don Wright, Director, BICEP
Jack Higbee, Executive Director, State Vocational Education Advisory Council

Curriculum

JoAnn Seghni, Consultant, Curriculum, Jordan School District
Ralph Davis, Supervisor, Elementary Science
Charlene Cook, Teacher, MarLon Hills Elementary School, Weber School District
Riley Newton, Principal, Valley Junior High School, Granite School District
Jennie Kearl, Coordinator, Media Resource Center, State Board of Education
Gary LaComb, Curriculum Specialist, Vocational Education Division, St. Bd. of Ed.
Irene Beardall, Media Coordinator, Dixon Jr. High School, Provo School District
Shirley Anderson, Teacher, South High School, Salt Lake City School District
Ken Pearson, Teacher, Jordan Intermediate School, Salt Lake City School District
Ferrin Van Wagoner, Secondary Coordinator, State Board of Education
Ron Hermansen, Social Studies Supervisor, Granite School District

Evaluation and Dissemination

David E. Nelson, Specialist, Evaluation, State Board of Education
Don K. Richards, Administrative Assistant, Granite School District
Craig Kennington, Coordinator for Educational Services, Salt Lake City School District
Vern Brimley, Director, Research and Federal Programs, Provo School District

*Career Education Conceptualizers and Planners

Special Groups

Donna Carr, Specialist, Pupil Personnel Services, State Board of Education
Bill Hudson, Principal, Ogden-Weber Education Center
Colleen Morris, Gifted and Tallent, Granite School District
Bob Chiago, Native American Studies, University of Utah
Elliot Howe, Coordinator, Bilingual Education, State Board of Education

Training and Retraining

LaMar Allred, Coordinator, In-Service Staff Development, State Board of Education
Ray D. Warner, Coordinator, Career Education, Nebo School District
Nancy Hardy, Counselor, Olympus Jr. High School, Granite School District
John Broberg, Teacher, American Fork Jr. High School, Alpine School District
Garn Coombs, Professor of Education, Brigham Young University
Cliff DeGraw, Principal, Woodstock Elementary School, Granite School District

Adult and Higher Education

Donna Sato, Manpower Specialist, State Board of Education
Brent Wallis, Director, Skills Center North
Al Kap, Director, Adult Education, Ogden City School District
Orville Carnahan, Associate Commissioner, Board of Regents
Harold Johnson, Vocational Director, Snow College

APPENDIX F

Needs Assessment Design

Page 1

	Information Needs	How Obtained	Sources	Information Presently Available
A. Curriculum				
1. Occupational programs are not readily available to all senior high students.	Number of vocational programs. Use of community training locations.	Survey and analysis of materials in house.	Follow-up studies. Annual report of Voc Ed.	Yes
2. Formal opportunities for career decision making are not being provided in junior or senior high schools.				
a. Administration of ability and interests.	What tests admin.? At what levels?		From district pupil personnel director.	
b. Discuss test results with school official.	How test results used with students.		From students and School Counselor	
c. Setting tentative career goals.	How many students have a tentative career goal as a matter of record.	Survey	Students & counselors	
	Was a formal experience provided by the school of goal setting?	Survey	Students & counselors	
d. Educational planning related to career goal.	What percent of students receive assistance to plan 1 & 3 year course of study related to tentative career goal?	Survey	Students & counselors	

	Information Needs	How Obtained	Sources	Information Presently Available
3. Presently available career materials are not being utilized (i.e., World of Work, Bread and Butterflies, etc.).	What career education materials are being used by teachers?	Survey District Surveys	Teachers Nebo Uintah Determine if others have data	
	How frequently are these materials being used?	Survey District Surveys		
4. There is a lack of articulation and coordination of career education activities between and within grades, schools, districts, and postsecondary institutions.	Does the district have an articulated career education plan?	Survey	District supt.	
Articulated Plan a. Scope and sequence b. Planned activities between schools c. Process for transition from awareness to exploration, exploration to skill development.	Do the individual schools have an articulated career education plan?	Survey	School principal	
	Is the articulation of career education activities between elementary and junior high and junior high and high school and high school and post-secondary?	Survey	School principal	

	Information Needs	How Obtained	Sources	Information Presently Available
5. Sufficient time is not being provided for teachers to prepare for carrying out career education activities in the classroom.	How much time have teachers been given to prepare for carrying out career education activities?	Survey	Teacher District career education coordinator or principal	
	Have teachers had sufficient time to prepare for carrying out career education activites?	Survey	Teacher	
6. Many districts and schools have not adopted goals and objectives for career education.	What percentage of districts and schools have not adopted goals and objectives for career education?	Survey	District career education coordinator and principals	

	Information Needs	How Obtained	Sources	Information Presently Available
7. Programs are not being offered that reflect the realities of present and future job market demands.	What are job market projections for the decade of the 1980's	Documents search	Employment Security Department of Labor Statistics	Yes
	What is the relationship between present programs and future projections?	Documents search	Annual Report of Voc Ed	Yes
8. Career education needs of gifted and talented students are not being met.	Validate needs based on existing data.	Literature search	Hoyt's books Other state and national sources	Yes

	Information Needs	How Obtained	Sources	Information Presently Available
9. Females and ethnic minorities are discriminated against via sex stereotyping and race bias in present curricula, teaching methods, diagnosis and evaluation.	Validate needs based on exiting data.	Literature search	State and national sources. Governor's and President's Council on Status of Women	Yes
10. Materials for accomplish career education goals and objectives may not be available in many instances.				
a. Materials for teacher use care not available.				
1) The supplementary materials needed to teach some career education units including the World of Work units are not readily available.	Perceived level of difficulty in locating materials for teaching units.	Survey Expert Opinion	Teachers Media Coordinators	
2) Materials for use related to each of the seven domains of career education are not available to the teacher or she/he is unaware of availability.	Does she/he have materials? Is she/he aware of materials?	Survey	Teacher Career Education Coordinator	
b. Resource materials for use with parents (i.e. pamphlets, filmstrips, brochures, etc.) are not presently available.	Have materials been developed?	Conduct a resource search.	National Clearinghouse--Montana USOE Commercial Sources Local Districts	Yes

	Information Needs	How Obtained	Sources	Information Presently Available
11. There is a need to broaden the awareness and exploration experiences of a wider variety of employment possibilities for EMR students.	Validate with existing data.	Literature search	Special Education Division state and national literature	Yes
12. Only the occupational side of career education is being dealt with. a. Elementary b. Secondary	Degree of concentration on various areas	Self-reporting of teachers	Teachers	

	Information Needs	How Obtained	Sources	Information Presently Available
13. There is a need for instructional career educational materials and programs to assist handicapped and EMR students to graduate or leave the educational system as employable individuals.	Validate with existing data.	Survey of source documents	Special Education Annual Report literature, national, state	Yes
14. Major strategies for implementing career awareness, explorations, and skill development are not widely utilized. a. Elementary 1) Career awareness field trips are not being adequately utilized to achieve career education objectives. 2) Career resource persons are not being widely used. 3) Units infused with career education concepts are not widely used. 4) There is little evidence of parental involvement in career education activities at home or in the school.	Extent to which strategies are being utilized.	Survey	Teachers Principals? Students	

	Information Needs	How Obtained	Sources	Information Presently Available
b. Junior High Strategies used in elementary plus the following: 1) Work observation for career exploration is not provided soon enough nor as much as needed. a) Hands-on b) Shadowing	What opportunities of work observation for career exploration are provided?	Survey	Principal Teacher Students	
2) All students do not use career resource center.	Do teachers provide opportunities for students to use center?	Survey	Counselor Student Teachers	

c. Senior High

Strategies used in elementary and junior high plus the following:

	Information Needs	How Obtained	Sources	Information Presently Available
1) Extended day and extended year programs are not as widespread as they could be.	Are extended day/ extended year programs provided? Do students need more flexible scheduling?	Survey Document analysis	Principal Counselor Teachers Students	
2) Work experience for skill development is not provided soon enough nor as much as needed.	In what areas is work experience for skill development provided?	Survey	Principal Counselors Teachers	
3) Occupational programs are not provided.	Are occupational programs provided?	Survey		
4) Placement and follow-up are not provided by schools.	Are placement and follow-up provided?	Survey	Counselors Teachers Principals	

	Information Needs	How Obtained	Sources	Information Presently Available
B. Training				
1. There is a need for people in the business/labor/industry/ professional/government community to better understand student needs for career awareness, exploration, work experiences and employment.	Level of knowledge and attitude towards.	Survey or existing data.	Sample from BLICP	Yes
2. The community at large is neither being trained nor involved in the training of educators for implementing career education.	Validate from existing data.	Survey of source documents.	State reports BICEP reports Etc.	Yes

	Information Needs	How Obtained	Sources	Information Presently Available
3. The state guidelines for the career guidance, counseling, and placement function of counselor preparation programs are too weak.	State guidelines for counselor preparation.		Roger Mouritsen	
4. Counselors lack the training for providing career guidance, counseling and placement functions.	Current status of counselor preparation related to this area.	Survey of training institutions	Counselor training institutions in the state	

	Information Needs	How Obtained	Sources	Information Presently Available
5. Parents lack the skills to assist their children in career development at home and in relationship to the school's career education program.	Validate from existing data.	Document search	National and State documents	Yes
6. Parents are not involved in career planning activities at the school with their children.	Percentage of parents who have met with a school official to discuss career plans of child.	Survey	Parents Schools	

	Information Needs	How Obtained	Sources	Information Presently Available
7. Major strategies for implementing career awareness, career exploration and skill development are not widely understood.				
a. Elementary Level				
1) Educators have not been taught how to use career education units.	How much training has been given to the use of various career education materials?	Survey	District Career Education Coordinator University Teacher	
2) Educators do not know the availability of community resources for career awareness.	Have teachers received lists of available community resources available to them.	Survey	District, BICEP, or Teachers	
a) Don't know how to use resource people when they do get into the classroom.	Do teachers know exactly the types of information necessary to be relayed to students by community person?	Survey	Teachers	
3) Teachers do not know how to obtain clearance and maximize use of career awareness field trips.	Has district policy been explained to teachers?	Survey	District Career Education Coordinator	
a) Don't know what to have students look for on a field trip.	Do teachers have a definite format to follow in the introduction, completion and evaluation of field trip?	Survey	Teachers	
b) Don't know how to prepare for and summarize (evaluate) field trips.				
4) Teachers do not know how to effectively use parents as tools in the classroom and the home in assisting students with career awareness.	Are teachers aware of parents with specific areas of assistance?	Survey	Teachers	

	Information Needs	How Obtained	Sources	Information Presently Available
b. Junior High Level				
All of elementary items plus the following:				
1) Hands-on Exploration. Educators have not been taught about the construction and use of hands-on modules and/or exploration units using simulation.	Has training been given in use of hands-on activities, simulation and shadowing?	Survey	District Career Education Coordinator	
2) Work observation -- Shadowing. Educators do not know how to utilize experiences for students on on-the-job settings.				
3) Career Resource Center.				
c. Senior High				
All of elementary and junior high items plus the following:				
1) Work Experiences. Educators have not been trained to set up work experience situations with students.	Has mechanism been set up to inform educators about possible work stations for students?	Survey	District, Business, Teachers	
2) Occupational Programs. Teachers are not acquainted with the usage of basic processes used in various occupations.	Have educators been trained in real needs of industries, etc.?	Survey	Teachers, Businesses	
3) Simulated Work Experiences. Educators do not know how to create simulated work experiences for students.				
4) Placement and Follow-up				

	Information Needs	How Obtained	Sources	Information Presently Available
C. Community				
1. Occupational programs are not readily available to all senior high students particularly those that utilize community training locations (semester or more).	Number of community training sites.	Survey or review of	Annual report of Vocational Education Students Sample of Businesses	Yes
2. The community at large is not involved in the training of educators for implementing career education.	Community-Education mechanism set up for career training.	Survey	District Career Education Coordinator, etc. Business personnel	

	Information Needs	How Obtained	Sources	Information Presently Available
3. A collaborative relationship between education and the business/labor/industry/professional/government community has not been established for developing the concepts of career education.				
a. Resource persons are not being utilized.	Number of and types of uses of BLIPG personnel.	Survey or review of data	Businesses, District Personnel, Groups like BICLP	
b. Work experience is not being utilized.	Number (percentage) of students who go on work experience programs.	Review of data, survey	Vocational Education Annual Report, Businesses, Students or Districts	Yes

	Information Needs	How Obtained	Sources	Information Presently Available
c. Opportunities for career exploration are inadequate and community resources are not being utilized in career exploration and on-the-job training to the fullest extent possible.	How many sites have been used for exploration?	Survey	District Career Education Coordinator	
	How many sites are potentially available?	Survey	BLIPG	
d. Opportunities for employment are not being provided for school leavers and graduates.	How do most people obtain employment?	Review of existing data	Current literature	Yes

	Information Needs	How Obtained	Sources	Information Presently Available
D. Planning and Evaluation				
1. Most high schools do not conduct follow-up studies of their graduates or those leaving school before graduation.	Do follow-up studies exist about students who leave school?	Survey	Districts, School Administrators	
2. In many instances districts or schools do not have a plan for career education.	Organized structure indicating scope and sequence, assignment of responsibility, and evaluation of career education.	Survey	District and Schools	

	Information Needs	How Obtained	Sources	Information Presently Available
3. Career education programs have not been evaluated adequately.	Identification of career program and the types of methods used in evaluation.	Review of literature for national programs; survey for locally developed programs	District, National Validation Efforts	Yes

	Information Needs	How Obtained	Sources	Information Presently Available
E. Guidance and Counseling				
1. There is a lack of structure programs for career guidance, counseling, and placement in most schools.	To what degree do schools have a plan for providing career guidance experiences for students? Orientation to resource center; counselor available for consultations; parent interviews; counselor in the classroom; teachers in center; test administration and interpretation; student time in resource center.	Survey	School Principals or Counselors	
2. Business/labor/industry/professional/government and education have not clearly identified the competencies needed for employability (marketable skills, work attitude and habits, academic skills, etc.).	Clear definition of "employability skills" and validation of what should be.	Literature search or opinion consensus	Competency Graduation Requirements Local Districts and Other States	Yes

	Information Needs	How Obtained	Sources	Information Presently Available
3. Education and business/labor/industry/professional/government have not clearly identified the school's responsibility for the placement of students.	Status of concerns as to the school's role in the placement of students.	Survey	BLIPG, Teachers, Counselors, Parents, Principals	
4. The common role expectations of career counseling, guidance and placement as counselor functions in career education are not readily defined, coordinated nor carried out.				
a) Defined	Acceptance of definitions.	Survey	Counselors Administrators	
b) Coordinated	Validate from existing data.	Survey information	State and National	
c) Carried Out	Validate from existing data.	Survey information	State and National	

	Information Needs	How Obtained	Sources	Information Presently Available
5. School guidance programs often fail to inform students about educational and vocational opportunities and options.	Validate from existing data.	Survey Source Documents	State and National	Yes
6. Assistance in assisting determine student's interests and abilities is lacking.	Validate from existing data.	Survey Source Documents	State and National	Yes

	Information Needs	How Obtained	Sources	Information Presently Available
7. Little effort is made between institutions and agencies to accept or grant credit for traditional and non-traditional programs or experiences.	Validate with existing data.	Survey Source Documents	State and National Studies	Yes
8. Little access to sources of career information is being provided to adult students.	Validate with existing data.	Survey Source Documents	State and National Studies	Yes

	Information Needs	How Obtained	Sources	Information Presently Available
9. The outreach function for out-of-school youth and undertrained adults is not being accomplished.	Validate with existing data.	Survey Source Documents	State and National Studies	Yes

	Information Needs	How Obtained	Sources	Information Presently Available
F. Other				
1. Few postsecondary institutions offer opporunities for open entry - open exit to programs.	Are open-entry/ open-exist programs offered?	Literature Search Survey	Postsecondary Catalogs--Post-secondary Institutions	Yes
2. Many students have had no actual work experience when they graduate.	Percentage of students with work experience at graduation.	Survey	Administrators Students Kent Worthington Study	

	Information Needs	How Obtained	Sources	Information Presently Available
3. Numerous constraints such as child labor laws, OSHA regulations, union policies, insurance restrictions & impact on productivity, preclude the full implementation of career education programs	Which laws, regulations, etc. inhibit career education implementation?	Literature Search Survey	Laws, Regulations, Union Bylaws Business Community Arizona Constraints Paper	Yes
4. The resources of postsecondary schools are not used for career exploration and work experience.	Do postsecondary schools make their resources available to students for career exploration and work experience?	Survey	Postsecondary Schools District and School Administrators	

APPENDIX G

Work to Be Completed by IBRIC

RESEARCH PROPOSAL

CAREER EDUCATION NEEDS ASSESSMENT

Submitted to: Utah State Board of Education
Career Education Unit
Lynn Jensen, Coordinator

Submitted by: Institute for Behavioral Research in Creativity (IBRIC)
1417 South 1100 East
Salt Lake City, Utah 84105

February 1977

Career Education Needs Assessment

Introduction

The Utah State Board of Education (USBE) has had a continuing interest in the development of a coordinated career education program which would involve general education, vocational education, special education, and guidance. Extensive involvement of a variety of educators and resource individuals throughout the state has produced valuable products including a position paper on career education, the adoption of recommendations for an effective organizational structure for career education, and the development, printing, and national dissemination of resource materials for promoting more effective career education within the school system. To illustrate, the K through 6 career education program entitled "World of Work" involving 92 teaching units has had over 42,000 copies printed and distributed to date.

In view of this progress, it has become increasingly apparent that substantial benefits would occur from the development of a state plan for total state implementation of career education procedures. Accordingly, a proposal was submitted to the U. S. Office of Education (USOE) for the development of such a plan. The proposal was reviewed favorably and the project initiated in 1976. Part of that proposal to the USOE concerned the development of measuring instruments appropriate for the more accurate assessment of career education needs within the state. The present proposal is concerned with the measurement of career education needs throughout the state and the provision of consulting services to the Career Education unit in the production of the preliminary state plan and the final report which will be scheduled for

completion during the summer of 1977. The strategy for the production of the final plan in the summer of 1978 involves two phases:

- Phase one would include the production of a preliminary plan taking advantage of available information published from a variety of sources and would design and pilot test the needs assessment procedures and instruments.
- Phase two would include the collection and analysis of needs assessment data from a representative sample of educators, community resource personnel, and parents in the state.

The availability of a comprehensive state plan for career education which will establish present status, desired status, and implementation activities to achieve the specified objectives is a necessary and essential step to move toward a more comprehensive, integrated, and effective program which in turn will facilitate obtaining resources for future career education activities.

The assistance of the Institute for Behavioral Research in Creativity (IBRIC) in conducting the needs assessment work as well as assisting in other aspects of the development of the state plan is a natural consequence of extensive previous experience of IBRIC personnel. IBRIC is a non-profit research organization founded in 1965 to carry out research on the identification, development, and use of human resources. Since that time, IBRIC personnel have been engaged in numerous studies with support from a variety of sources concerned with these goals. IBRIC research activities have involved extensive studies on world-of-work activities to examine the kinds of individual characteristics and training which are important for successful performance after the completion of formal educational requirements. In addition, IBRIC was the prime contractor for the recently completed Utah Statewide Educational Assessment study, important components of which involved assessing career education achievement. This background of capability and experience will be a very valuable asset during the course of the proposed research.

Objectives and Activities of Phase One

Needs assessment from extant materials. The first of the three primary objectives of phase one of the study involves a review of extant materials such as published national surveys of career education needs, needs assessments performed in other states, data published by authoritative sources (e.g., USES), pertinent reports available from various sources within the Utah state educational system, other current literature, etc. From this review, a tentative set of statements concerning the present status of career education in the state would be formulated and these would be elaborated upon for the final report. To accomplish these activities, an educator with extensive experience in career education and professional writing skills will serve as a consultant for this phase of the project. This review of materials, descriptions of current status, and report of career education needs based on the reviews would be completed by June 15, 1977.

Development of needs assessment instruments. The second objective of phase one of the study would be the development and pilot testing of measuring instruments to further assess the career education needs in the state. It is anticipated at this time that seven forms of approximately 30 or fewer items per form would be constructed for examining these needs. The sources which we expect to sample with these forms would be:

- Elementary school teachers
- Teachers of grades 7-12
- School level (administrators and counselors) personnel for grades 1-6
- School level personnel for grades 7-12
- District level personnel
- Parents
- Representatives from the business/labor/industry/professional/government community

While many of the items in each form will be unique for the specific source, comparable data across sources will also be obtained. This initial development of the forms would be completed during the month of April 1977. During the development of the instruments, a variety of materials from career education needs assessments already done in other states will be examined. This will aid in the development of meaningful new forms and could, perhaps, lead us to use one or more instruments currently available for the main data collection effort in phase two. Most notably, we have not, due to financial limitations, included for development an instrument for surveying students. At the secondary level, the Utah Statewide Educational Assessment and other data can provide much important information concerning career education needs in the state. However, at the elementary level, more information may be necessary. Possibly, an existing form could be used to obtain student reported career assessment needs.

Once these forms have been constructed and extensively reviewed for their psychometric and content appropriateness, they would be pilot tested in the local area during the first half of May, 1977. To fit the financial confines of the study, this pilot testing would typically be limited to a relatively small number of individuals (approximately 5-10 persons per form) and these subjects would be interviewed to obtain their reactions to the forms in terms of appropriateness, breadth, ambiguities, convenience, etc. The responses to the items in the forms and/or the reactions of the respondents to the forms will be analyzed and, on that basis, the forms will be revised. Camera ready copies of the instruments will be made available by June 30, 1977, for printing, etc., in phase two. An additional outcome of the pilot testing will be a tentative plan for sampling teachers, parents, etc., during the second phase of the project when the instruments are administered to larger numbers of people.

Collaboration on plan and final report development. On the basis of the needs put forth from the review of extant career education materials (the first objective of phase one) and the plans for phase two, i.e., instrument design, sampling, etc., the Career Education-Conceptualizers and Planners (CE-CaP) committe would formulate a preliminary state plan for career education. This plan would require the committee to make systematic progress toward:

- Prioritizing needs
- Developing one and five year objectives for career education
- Developing strategies, activities, resources, etc., to meet these objectives

In addition, the Career Education (CE) unit must submit a final report of their activities in the current funding period (FY 1977). The third objective for IBRIC during phase one of the proposed research would be to serve in a consulting capacity to the CE-CaP committee and the CE unit in meeting their obligations. This consultation will serve a vital role in that the plans, objectives, and implementation activities will be based on sound interpretations of the research data. This will provide for an important continuity of efforts that will contribute to the overall quality of the products. It is expected that this consultation would be provided recurrently during June and July 1977.

Objectives and Activities of Phase Two

The second phase of the proposed research would have four primary objectives. Initiation of phase two will require an amended contract between the Utah State Board of Education and IBRIC and will be contingent upon USBE receipt of federal funds.

Administration of needs assessment instruments. The first objective is to administer the seven instruments developed under phase one and previously discussed. Before these data can be collected, several preliminary activities must be completed. The instruments developed under phase one must be printed

and the final sampling design for selecting teachers, parents, etc., must be completed. As mentioned before, the pilot testing of instruments from phase one will aid in the development of this design. Also, before data can be collected, arrangements will have to be made with the various institutions involved to sample personnel. Once these preliminary obstacles have been overcome, the final data collection can be started.

It is anticipated that all survey materials would be mailed out to the various teachers, institutions, etc., to collect the data on the instruments. Sampling of administrators will not be done at the school building and district levels, i.e., all schools and districts will be surveyed. An important aspect of the study, in view of the high priority given by the Utah State Board of Education to involving the public in educational decision making, will be the survey of parents. Data from parents probably will be coordinated through a stratified sample of schools, with the collection to take place during PTA meetings. Methods for surveying the business community will have to be assessed and could possibly draw on the resources of the Business and Industry Career Education Partnership (BICEP) and other committees. A certain amount of interview data is also anticipated and would require personnel from IBRIC to go into the community and do the interviews. The preliminary activities, such as printing of the instruments, finalization of sampling design, etc., would be completed during August and September of 1977 so that the main data collection could be completed by November 30, 1977.

Data processing and analysis. The second objective for phase two will be to process and analyze the data collected on the forms. The potential exists for using a wide variety of sophisticated statistical techniques to analyze all the data obtained, both within and across sources. All computerized analysis will be done on the University of Utah Computer Center's Univac 1108,

using a variety of statistical programs some of which were developed at least in part by IBRIC personnel. Analyzing the data will be completed by January 31, 1978.

Needs assessment report preparation. Once the computer analyses and other statistical analyses have been completed, work on the third objective of phase two can commence. This objective will be to provide statements of the current status of career education in the State of Utah (i.e., to provide a concise statement of the career education needs in the state), to provide a technical report of the activities of IBRIC throughout phase one and phase two of the study which could be incorporated into the final report which the Career Education unit must provide USOE to fulfill their contractual agreements, and to provide a summary report of the needs assessment focused for distribution among educators throughout the state. These documents would be made available by March 31, 1978. The technical report would be of approximately 50 to 75 pages in length and 100 copies would be supplied by IBRIC. The summary report would be of approximately 20 pages in length and one camera ready copy would be supplied by IBRIC.

Collaboration on plan and final report development. The fourth objective of phase two will be to provide assistance to the CE-CaP committee and the Career Education unit for formulating a state plan for career education and to help in the preparation of final reports which the career education unit must submit. This consultation will be provided throughout the course of phase two--primarily after the needs assessment has been completed--and would be completed by May 31, 1978.

Summary

Table 1 provides a schedule of the various activities to be completed during the two phases of the proposed research. This table gives a summary of the activities to be undertaken and a target date of when each would be completed.

Table 1

Summary Schedule of the Various
Activities of the Proposed Research

Activity	Estimated Completion Date
Phase One	
Review extant resource material and provide resultant needs assessment	June 15, 1977
Develop and pilot seven needs assessment instruments:	
Develop instruments	April 30, 1977
Pilot test instruments	May 15, 1977
Analyze and revise instruments	June 30, 1977
Provide consultation to CE unit and CE-CaP committee	June 30, 1977
Phase Two	
Administer needs assessment instruments:	
Finalize sampling design, print final forms, and arrange for administration	Sept. 30, 1977
Collect data and conduct interviews	Nov. 30, 1977
Process and analyze data	Jan. 31, 1978
Provide needs assessment report	March 31, 1978
Provide consultation to CE unit and CE-CaP committee	May 31, 1978

The products of the involvement of IBRIC in phase one of the study will be:

- A statement of the career education needs in the State of Utah based on a review of extant resource material.
- Seven instruments of 30 or fewer items for collecting new data from a variety of sources about career education needs in the state.
- A design for needs assessment data collection activities and analysis.

The products of the involvement of IBRIC in phase two of the study will be:

- A statement of the career education needs in the State of Utah based on analyses of data obtained with the instruments developed under phase one.
- A technical report of the activities of IBRIC during the project and the needs assessment.
- A summary report of the needs assessment focused toward educators.

It is expected that the proposed research will result in a sound definition of career education needs and the development of plans and strategies to promote effective career education programs throughout the State of Utah. A by-product of the research will be an addition to the level of community involvement in the education process through the participation of those surveyed.

PHASE ONE BUDGET

	Salaries, Wages and Overhead	Consultation	Travel	Materials	Data Analysis	Total
1) Conduct needs assessment from extant materials		3,300	200			3,500
2) Develop needs assessment instruments:						
a. Build seven initial forms	5,151					5,151
b. Pilot test	2,608		100			2,708
c. Prepare final forms	2,804			200	100	3,104
3) Assist CE unit and CE-CaP committee in plan and final report development	1,565					1,565
Total	$ 12,128	$ 3,300	$ 300	$ 200	$ 100	$ 16,028

PHASE TWO BUDGET

	Salaries, Wages and Overhead	Travel	Postage	Printing	Data Analysis	Total
1) Administer needs assessment:						
a. Finalize sampling design	534					534
b. Print instruments				550		550
c. Make data collection arrangements	1,565					1,565
d. Collect data and conduct interviews	3,260	500	400			4,160
2) Process and analyze data	2,673				800	3,473
3) Prepare needs assessment reports	4,890			750		5,640
4) Assist CE unit and CE-CaP committee in plan and final report development	2,516	—	—	—	—	2,516
Total	$ 15,438	$ 500	$ 400	$ 1,300	$ 800	$ 18,438

PHASE ONE BUDGET SUMMARY

DIRECT COSTS:		
Personnel Costs:		
Professional personnel (80 days @ $74.75/day)	$5,980	
Secretarial personnel (30 days @ $38.47/day)	1,154	
Total Personnel Costs		$7,134
Consultants (44 days @ $75.00/day)		3,300
Travel		300
Materials		200
Data Analysis		100
TOTAL DIRECT COSTS		$11,034
INDIRECT COSTS*		4,994
TOTAL COSTS		$16,028

*Indirect costs are equal to 31% of the total project costs. These costs are based on a negotiated rate with the U. S. Department of Labor, 1976, of 70% of direct labor charges. This includes Employment Security taxes, holidays, fringe benefits, physical facilities, equipment, etc.

APPENDIX H

Sample Cover Letter and Final Draft of Questionnaires

(UTAH STATE BOARD OF EDUCATION LETTERHEAD)

Date

Dear Educator:

The development of effective career education programs is an area of high emphasis in the State of Utah. The Career Education Unit of the Utah State Board of Education has been given the responsibility for developing responsive and effective plans and procedures that will facilitate the accomplishment of career education within the state. A necessary first step in developing a statewide plan for career education is an assessment of the current status of career education. Future plans and programs will be based in part on the information received in this assessment.

As a person involved in or interested in the educational system of the State of Utah, you are being asked to assist in providing this needed information by completing the following questionnaire. Individuals in various positions throughout the state have been selected to provide comprehensive information from a broad spectrum of sources. Your completion of the form will help to ensure meaningful results.

The accompanying instructions will provide you with additional information on how the form is to be completed. Please complete the questionnaire and return it by (date)_____. Your cooperation is very much appreciated.

Sincerely,

Walter D. Talbot
Superintendent of Public Instruction

CAREER EDUCATION NEEDS ASSESSMENT PROJECT

DISTRICT PERSONNEL QUESTIONNAIRE

The purpose of this questionnaire is to provide the Utah State Board of Education with information about the current status of career education in the state. Career education covers a broad spectrum of educational activities, but has been defined by the U. S. Office of Education as those experiences provided by the schools "through which students can learn about and prepare to engage in work as part of their way of living."

To provide the Utah State Board of Education with information to make effective decisions concerning career education, the responses that you make to the items in this questionnaire have to be as accurate and complete as possible. However, if you feel that you can not or should not answer any particular question, please leave it blank. All responses will be kept confidential; data will be reported in summary form only.

You are to indicate your response to each of the items by marking the circle that corresponds to the most appropriate alternative. For example:

A B

● ○ E. Are you presently employed by an educational institution?

A. Yes
B. No

In this example, a "yes" response has been made.

When you have responded to all of the items in the questionnaire, please return it to the research institute by mailing it in the envelope provided.

A B C D E
0 0 0 0 0 1. What is your position in the district, i.e., what is your basic responsibility?

A. Elementary career education coordinator
B. Secondary career education coordinator
C. Career education coordinator
D. Vocational education coordinator
E. Other

A B C D E
0 0 0 0 0 2. How many years of experience do you have in education?

A. 20 years or more
B. 15 - 19 years
C. 10 - 14 years
D. 5 - 9 years
E. Less than 5 years

A B C D E
0 0 0 0 0 3. Does your district have an organized plan for career education?

A. No
B. No, but career education is a priority area
C. No, but we have a steering committee working on such a plan
D. Yes, but the plan has been only partially implemented
E. Yes, components of the career education plan have been infused into each level of the school system

---

4 - 8. Does the career education plan for your district provide for each of the points in the next five items?

No, as there is no plan
No, not a part of the plan
Yes, implied in the plan
Yes, explicit in the plan
Yes, with implementation strategies

A B C D E
0 0 0 0 0 4. Specific goals and objectives
0 0 0 0 0 5. Scope--specifying grade levels, the number of students to be involved, etc.
0 0 0 0 0 6. Sequence--specific activities leading to others, contributing to the career decisions of the students
0 0 0 0 0 7. Assignment of responsibility--the coordination of the plan and lines of responsibility for participating personnel
0 0 0 0 0 8. Evaluation--demonstration of the effectiveness of the program

---

A B C D E
0 0 0 0 0

9. During the last 12 months, how much progress has your school district made in developing an effective program of career education?

A. No change
B. Slight progress
C. Some progress
D. Marked progress
E. Substantial progress

A B C D E
0 0 0 0 0

10. How many in-service workshops on career education have been held in your district during the past three years?

A. 8 or more
B. 5 - 7
C. 2 - 4
D. 1
E. None

A B
0 0

11. Does your district have reciprocal agreements about sharing career education materials with other districts?

A. Yes
B. No

A B C
0 0 0

12. Would you be willing to work toward the development of reciprocal agreements to share career education materials?

A. No
B. Yes
C. Reciprocal agreements already in effect

A B C D E
0 0 0 0 0

13. How many full-time equivalents (FTE) have been allocated for implementing and administering career education at the district level?

A. More than 2
B. 1 - 2
C. Less than 1
D. None
E. Cannot be calculated, because different people spend varying amounts of time on career education

A B
0 0

14. Has the district conducted a needs assessment that included career education components? An example of such a component could be: have the schools provided experiences through which students can learn about and prepare to engage in work as part of their way of living?

A. No
B. Yes

A B
0 0

15. Has your district established specific, defined policies concerning how ability and interest tests are to be used for career education purposes?

A. Yes
B. No

16 - 21. In the past 12 months, what priority has been placed in your district on each of the strategies to facilitate career education described in the next six items?

No priority
Low priority
Moderate priority
High priority
Very high priority

A	B	C	D	E		
0	0	0	0	0	16.	Production of career education materials
0	0	0	0	0	17.	Funds to purchase career education materials
0	0	0	0	0	18.	Hiring new teachers who have university training in career education
0	0	0	0	0	19.	Workshops for training teachers in career education
0	0	0	0	0	20.	Workshops for training administrators in career education
0	0	0	0	0	21.	Publication of information about career education

---

22 - 27. Does your district have special programs to deal with the career problems of each of the groups described in the next six items?

Social service agencies provide programs for this group
Alternative schools in the district for this group
Mainstreamed in the regular classroom
Program being planned for this group
No special programs for this group

A	B	C	D	E		
0	0	0	0	0	22.	The physically disadvantaged
0	0	0	0	0	23.	The emotionally handicapped
0	0	0	0	0	24.	The mentally handicapped (e.g., learning disabilities)
0	0	0	0	0	25.	Women (sexual stereotyping)
0	0	0	0	0	26.	Minorities (culturally disadvantaged)
0	0	0	0	0	27.	Low income (economically disadvantaged)

A	B		
0	0	28.	Does your district have a plan for involving parents in the career education program?

A. Yes
B. No

29 - 43. How much of a problem has each of the following been to you in implementing career education in your district?

Principal reason for lack of career education
Difficult problem
Somewhat of a problem
Not much of a problem
No problem at all

A	B	C	D	E		
0	0	0	0	0	29.	Lack of an integrated, developmental plan for career education
0	0	0	0	0	30.	Lack of time due to other priority matters
0	0	0	0	0	31.	Lack of trained staff
0	0	0	0	0	32.	Resistance of the staff to career education
0	0	0	0	0	33.	Lack of funds to train staff
0	0	0	0	0	34.	Lack of funds to purchase materials
0	0	0	0	0	35.	Lack of funds for making curriculum changes
0	0	0	0	0	36.	Lack of curriculum materials that meet identified needs
0	0	0	0	0	37.	Lack of curriculum materials that meet staff development needs
0	0	0	0	0	38.	Lack of competent persons to train staff
0	0	0	0	0	39.	Opposition from parents
0	0	0	0	0	40.	Confusion between career education and vocational education
0	0	0	0	0	41.	Confusion between career education and general education
0	0	0	0	0	42.	Lack of interest at the state educational agency
0	0	0	0	0	43.	Lack of interest in the business community

A	B	C		
0	0	0	44.	Does the district have any recommended procedures defining the school's responsibilities for the placement of students to obtain work experience?

A. No, schools have their own procedures
B. Informal guidelines are understood
C. Clear operating procedures have been developed

A	B		
0	0	45.	Is there a district policy for following-up graduates of the school system?

A. Yes
B. No

A B C D
O O O O

46. Which of the following is the most appropriate statement for your district concerning an operating set of procedures for establishing contact with the business community to provide work experiences for students?

A. No procedures have been established
B. Schools make their own arrangements with the business community
C. Schools make their own contacts with a coordinating organization (e.g., BICEP, Chamber of Commerce)
D. School requests go to the district, where arrangements are completed

A B
O O

47. Has your district received special project funds from the State of Utah or from Federal sources to develop career education materials or programs (such as Experience Based Career Education) in the past three years?

A. Yes
B. No

CAREER EDUCATION NEEDS ASSESSMENT PROJECT

SECONDARY PRINCIPAL QUESTIONNAIRE

The purpose of this questionnaire is to provide the Utah State Board of Education with information about the current status of career education in the state. Career education covers a broad spectrum of educational activities, but has been defined by the U. S. Office of Education as those experiences provided by the schools "through which students can learn about and prepare to engage in work as part of their way of living."

To provide the Utah State Board of Education with information to make effective decisions concerning career education, the responses that you make to the items in this questionnaire have to be as accurate and complete as possible. However, if you feel that you can not or should not answer any particular question, please leave it blank. All responses will be kept confidential; data will be reported in summary form only.

You are to indicate your response to each of the items by marking the circle that corresponds to the most appropriate alternative. For example:

A B

● ○ E. Are you presently employed by an educational institution?

A. Yes
B. No

In this example, a "yes" response has been made.

When you have resonded to all of the items in the questionnaire, please return it to the research institute by mailing it in the envelope provided.

A B C D
0 0 0 0

1. In what type of community is your school located?

   A. Rural
   B. Suburban
   C. Urban, city of 100,000 or less
   D. Urban, city larger than 100,000

A B C D E
0 0 0 0 0

2. How many students are there in your school?

   A. 1200 or more
   B. 900 - 1199
   C. 600 - 899
   D. 300 - 599
   E. Less than 300

A B C D E
0 0 0 0 0

3. For how many years have you been the principal of a secondary school?

   A. 15 or more years
   B. 10 - 14 years
   C. 6 - 9 years
   D. 2 - 5 years
   E. This is my first year

A B C
0 0 0

4. What is the grade range of your school?

   A. Middle school or junior high
   B. Senior and junior high combined
   C. Senior high

A B C D E
0 0 0 0 0

5. Does your school have an organized plan for career education?

   A. No
   B. No, but career education is a priority area
   C. No, but we have a steering committee working on such a plan
   D. Yes, but the plan has been only partially implemented
   E. Yes, components of the career education plan have been infused into each level of the school

A B C D E
0 0 0 0 0

6. Does your school have funding for career education programs?

   A. Yes, we have sufficient funding
   B. Yes, but our program could benefit from additional funding
   C. Yes, but the funds are quite limited
   D. No, we have not been able to obtain funds
   E. No, we have not attempted to obtain such funds

7 - 11. Does the career education plan for your school provide for each of the points in the next five items?

A = No, as there is no plan
B = No, not a part of the plan
C = Yes, implied in the plan
D = Yes, explicit in the plan
E = Yes, with implementation strategies

A	B	C	D	E		
0	0	0	0	0	7.	Specific goals and objectives
0	0	0	0	0	8.	Scope--specifying grade levels, the number of students to be involved, etc.
0	0	0	0	0	9.	Sequence--specific activities leading to others, contributing to the career decisions of the students
0	0	0	0	0	10.	Assignment of responsibility--the coordination of the plan and lines of responsibility for participating personnel
0	0	0	0	0	11.	Evaluation--demonstration of the effectiveness of the program

---

A B C D E
0 0 0 0 0 12. Who is primarily responsible for coordinating the career education activities in your school?

A. The principal, or assistant principal
B. A counselor
C. A teacher or other staff member
D. A district level resource person
E. There is no formal career education program in this school

A B C D E
0 0 0 0 0 13. How many full-time equivalent (FTE) career education staff members are there in your school (excluding vocational education teachers)?

A. 4 or more
B. 2½ - 3½
C. 1½ - 2½
D. ½ - 1½
E. None

A B C D E
0 0 0 0 0 14. How many full-time equivalent (FTE) vocational education teachers (including secretarial science) are there in your school?

A. 8 or more
B. 5 - 7
C. 2 - 4
D. 1 or less
E. None

15 - 23. How involved is each of the following in the career education program in your school?

There is no formal program
Not involved
Limited, intermittent involvement
Limited, but consistent involvement
Involved in planning, implementing, etc.

A	B	C	D	E		
0	0	0	0	0	15.	Principal or other administrator
0	0	0	0	0	16.	Teachers
0	0	0	0	0	17.	Students
0	0	0	0	0	18.	Career education coordinator or counselor
0	0	0	0	0	19.	District personnel
0	0	0	0	0	20.	Utah State Board of Education personnel
0	0	0	0	0	21.	Parents
0	0	0	0	0	22.	School Board members
0	0	0	0	0	23.	Community members

A	B	C	D	E		
0	0	0	0	0	24.	How important is it that the graduating student have a tentative career goal?

A. Unimportant
B. Relatively unimportant
C. Important
D. Quite important
E. Very important

A	B	C	D	E		
0	0	0	0	0	25.	What role does your school play in helping the student reach a tentative career goal?

A. This is not a part of the school's career education plan
B. The school tends to discourage career goals at this age, because there is no hurry for the student to come to this kind of decision
C. This is one of the goals of the school's career education plan, but there is not too much emphasis on it
D. The school encourages each student to investigate several alternatives, and to narrow those to one or two of the most interest
E. The school provides formal experiences to help the student come to a decision about a career goal

A B
0 0

26. Have you (the principal) received in-service training concerning career education?

A. Yes
B. No

---

27 - 30. Approximately what percentage of the families in your school would you estimate are in each of the occupational categories listed in the following four items?

46% or more
31 - 45%
16 - 30%
0 - 15%
I could not give a meaningful estimate

A	B	C	D	E		
0	0	0	0	0	27.	Professional
0	0	0	0	0	28.	Businessmen, white collar workers (other than professionals), farm owners, administrators, proprietors, clerks, sales persons, etc.
0	0	0	0	0	29.	Skilled, semi-skilled, or service workers (include plumbers, firemen, barbers, etc.)
0	0	0	0	0	30.	Unskilled, itinerant, farm laborers, and unemployed

---

A B C
0 0 0

31. Is there a career education class available at your school for students to attend?

A. Yes, a class lasting one semester or more
B. Yes, an add-on type class (6 weeks or so in length)
C. No

Persons from junior high or middle schools should stop here. Persons from senior high schools should continue to the end of the questionnaire.

A B C D E
0 0 0 0 0

32. Does your school have a sufficient number of vocational education programs?

A. Yes, every student who wants to take a vocational education course can do so
B. Yes, but there are some areas that could be covered better
C. No, but we use community resources to round out our program
D. No, but we do not have the physical space nor the funding to provide additional programs
E. No

33 - 35. Do you conduct follow-up studies of each of the groups of students listed in the following three items?

A = No
B = Only indirectly--as we hear from former students
C = Sometimes, but not systematically
D = Yes, have a definite follow-up plan

A	B	C	D		
0	0	0	0	33.	Vocational education graduates
0	0	0	0	34.	Graduates, in general
0	0	0	0	35.	Drop out students

A	B	C	D	E		
0	0	0	0	0	36.	How many separate vocational education programs are there in your school? A. 10 or more B. 7 - 9 C. 4 - 6 D. 1 - 3 E. None
0	0	0	0	0	37.	Approximately what percentage of your senior students will receive at least one semester's credit for work or work-related experiences prior to graduation? A. 46% or more B. 31 - 45% C. 16 - 30% D. 1 - 15% E. No work experience credit is granted at this school
0	0	0	0	0	38.	Which of the following statements best characterizes the placement services available for the students in your school? A. None available B. Placement services for summer employment only C. Placement services for vocational students only D. Placement services for vocational students and for summer employment E. Placement services available for all students

A	B	C		
0	0	0	39.	Should the schools take an active role in the placement of students? A. Yes, for all types of jobs B. Yes, but only for jobs relevant to a potential student career C. No, schools should not be involved in any student placements

CAREER EDUCATION NEEDS ASSESSMENT PROJECT

COORDINATOR QUESTIONNAIRE

The purpose of this questionnaire is to provide the Utah State Board of Education with information about the current status of career education in the state. Career education covers a broad spectrum of educational activities, but has been defined by the U. S. Office of Education as those experiences provided by the schools "through which students can learn about and prepare to engage in work as part of their way of living."

To provide the Utah State Board of Education with information to make effective decisions concerning career education, the responses that you make to the items in this questionnaire have to be as accurate and complete as possible. However, if you feel that you can not or should not answer any particular question, please leave it blank. All responses will be kept confidential; data will be reported in summary form only.

You are to indicate your response to each of the items by marking the circle that corresponds to the most appropriate alternative. For example:

A B

● ○ E. Are you presently employed by an educational institution?

A. Yes
B. No

In this example, a "yes" response has been made.

When you have responded to all of the items in the questionnaire, please return it to the research institute by mailing it in the envelope provided.

A B C
C 0 0

1. At which type of school are you employed?

   A. Senior high school
   B. Junior high or middle school
   C. Combined junior and senior high (7 - 12)

A B C D E
0 0 0 0 0

2. What is the size of your school?

   A. 250 or less
   B. 251 - 550
   C. 551 - 900
   D. 901 - 1300
   E. Larger than 1300

A B C D E
0 0 0 0 0

3. For how many years have you been a counselor or career education coordinator?

   A. More than 10 years
   B. 8 - 10 years
   C. 5 - 7 years
   D. 2 - 4 years
   E. This is my first year

A B C D E
0 0 0 0 0

4. Do you feel that your training and experience have prepared you adequately to be a coordinator of career education activities?

   A. Limited preparation--there are a number of areas in which I should have had more training
   B. Some preparation--I should have had more training in occupational information, community resources, and other career-related areas
   C. Fairly good preparation--but could benefit from some additional in-service training to update my skills
   D. Good preparation--experiences, in-service training, and self-development have provided most of the background needed
   E. Excellent preparation--I feel very capable of meeting all the demands of the position

A B C D E
0 0 0 0 0

5. What percentage of your time is spent on <u>career education</u> activities?

   A. 90 - 100%
   B. 75 - 89%
   C. 50 - 74%
   D. 25 - 49%
   E. Less than 25%

A B
0 0

6. Is there a career resource center in your school?

   A. Yes
   B. No

A B C D E
0 0 0 0 0

7. How adequate is the career resource center in your school?

A. No career resource center
B. Limited in utility--missing many needed career education and college materials
C. Somewhat limited--missing some materials needed for some students
D. Adequate--of value to most of the students
E. Very adequate--of value to almost all of the students

A B C D E
0 0 0 0 0

8. On the average, how often do the students in your school visit the career resource center, or use materials from the center?

A. No career resource center
B. No information available on usage
C. Less than once a term
D. 4 - 5 times a year
E. More than 5 times a year

A B C D E
0 0 0 0 0

9. Which statement best describes the career education policy at your school?

A. There are specific written goals, plans, or accountability statements which prescribe career education activities
B. There are general written goals, plans, or accountability statements which guide career education functions
C. There is a general written policy statement for career education
D. There is an informal agreement between the person responsible for career education and his supervisor about what is to be done
E. There is no formal prescribed plan and little informal direction given for career education activities

A B C D E
0 0 0 0 0

10. What percentage of the students in your school have decided on their future occupation and have a specified career goal as a matter of record?

A. 75% or more
B. 50 - 74%
C. 25 - 49%
D. Less than 25%
E. I don't know

A B C D E
0 0 0 0 0

11. What percentage of the students in your school receive assistance in planning one- and three-year courses of study related to a tentative career choice?

A. 75% or more
B. 50 - 74%
C. 25 - 49%
D. Less than 25%
E. I don't know

12 - 23. What percentage of your time is spent in each of the career education activities described in the following twelve items?

A = No one is responsible for this activity
B = Less than 10%
C = 10 - 24%
D = 25 - 49%
E = 50% or more

A	B	C	D	E		
0	0	0	0	0	12.	Assisting students in making career choices
0	0	0	0	0	13.	Administering interest or aptitude tests to students
0	0	0	0	0	14.	Interpreting test results for students
0	0	0	0	0	15.	Placement of students in work situations
0	0	0	0	0	16.	Follow-up of students in work situations
0	0	0	0	0	17.	Direct teacher contact concerning career education
0	0	0	0	0	18.	Contact with administrators or other resource personnel
0	0	0	0	0	19.	Establishing business community contacts
0	0	0	0	0	20.	Parent conferences in planning a student's career choices
0	0	0	0	0	21.	Program planning and organization
0	0	0	0	0	22.	Acquisition of career education materials
0	0	0	0	0	23.	Other career education activities

---

24 - 28. What percentage of the students in your school take each of the types of tests described in the next five items and are given interpretations by the time they graduate?

A = Not applicable at this school
B = 25% or less
C = 26 - 50%
D = 51 - 75%
E = More than 75%

A	B	C	D	E		
0	0	0	0	0	24.	A career maturity measure--such as the Career Maturity Inventory (CMI), the Assessment of Career Development (ACD), etc.
0	0	0	0	0	25.	A college entrance test--such as the American College Test (ACT) or the Scholastic Aptitude Test (SAT)
0	0	0	0	0	26.	An aptitude test--such as the General Aptitude Test Battery (GATB)
0	0	0	0	0	27.	An interest test--such as the Strong Vocational Interest Blank (SVIB), the Kuder Preference Record, or the Ohio Vocational Interest Survey
0	0	0	0	0	28.	A personality test--such as the Minnesota Multiphasic Personality Inventory (MMPI), or the California Psychological Inventory (CPI)

29 - 36. What percentage of the students in your school have used or benefitted from the following facilities or methods of career education during the past twelve months?

A	B	C	D	E		
Not applicable at this school						
	25% or less					
		26 - 50%				
			51 - 75%			
				76 - 100%		
0	0	0	0	0	29.	Work observation (hands-on, shadowing)
0	0	0	0	0	30.	Extended day programs (classes after regular school hours)
0	0	0	0	0	31.	Extended year programs (e.g., summer school)
0	0	0	0	0	32.	Work experience (with payment)
0	0	0	0	0	33.	Work experience (without payment)
0	0	0	0	0	34.	Occupational programs (e.g., Industrial Arts, Home Economics, Typing, etc.)
0	0	0	0	0	35.	Placement services
0	0	0	0	0	36.	Follow-up of graduates

---

37 - 42. Does your school have special programs to deal with the career problems of each of the groups described in the next six items?

A	B	C	D	E		
Social service agencies provide programs for this group						
	Alternative schools in the district for this group					
		Mainstreamed in the regular classroom				
			Program being planned for this group			
				No special programs for this group		
0	0	0	0	0	37.	The physically disadvantaged
0	0	0	0	0	38.	The emotionally handicapped
0	0	0	0	0	39.	The mentally handicapped (e.g., learning disabilities)
0	0	0	0	0	40.	Women (sexual stereotyping)
0	0	0	0	0	41.	Minorities (culturally disadvantaged)
0	0	0	0	0	42.	Low income (economically disadvantaged)

43 - 49. What percentage of the parents of students in your school are involved in student career planning in each of the following ways?

A	B	C	D	E	
					75% or more
					50 - 74%
					25 - 49%
					1 - 24%
					None, or don't know
O	O	O	O	O	43. Attending career planning meetings with a student and counselor
O	O	O	O	O	44. Reading written reports of student plans and goals
O	O	O	O	O	45. Meeting with teachers/counselors during open houses or parent conferences
O	O	O	O	O	46. Involved with student homework assignments in career education
O	O	O	O	O	47. Making presentations to groups of students about their occupation or an area of interest
O	O	O	O	O	48. Providing sites for career education field trips
O	O	O	O	O	49. Providing work station sites for student work experiences

---

50 - 59. How much of a problem has each of the following been in allowing your school to provide work experience for your students?

A	B	C	D	E	
					No work experience for students at this school
					No problem at all
					Slight problem, generally ignored
					Problem, but usually resolved
					Serious problem, major barrier for the career education program
O	O	O	O	O	50. Child labor laws
O	O	O	O	O	51. OSHA regulations
O	O	O	O	O	52. Union policies
O	O	O	O	O	53. Insurance restrictions
O	O	O	O	O	54. Business' concern with impact on productivity
O	O	O	O	O	55. Business' unwillingness to pay partial wages for trainees
O	O	O	O	O	56. Minimum wage law
O	O	O	O	O	57. Lack of suitable work stations in the community
O	O	O	O	O	58. Transportation
O	O	O	O	O	59. Lack of support from the administration of the school or the district

CAREER EDUCATION NEEDS ASSESSMENT PROJECT

SECONDARY TEACHER QUESTIONNAIRE

The purpose of this questionnaire is to provide the Utah State Board of Education with information about the current status of career education in the state. Career education covers a broad spectrum of educational activities, but has been defined by the U. S. Office of Education as those experiences provided by the schools "through which students can learn about and prepare to engage in work as part of their way of living."

To provide the Utah State Board of Education with information to make effective decisions concerning career education, the responses that you make to the items in this questionnaire have to be as accurate and complete as possible. However, if you feel that you can not or should not answer any particular question, please leave it blank. All responses will be kept confidential; data will be reported in summary form only.

You are to indicate your response to each of the items by marking the circle that corresponds to the most appropriate alternative. For example:

A B

● ○ E. Are you presently employed by an educational institution?

A. Yes
B. No

In this example, a "yes" response has been made.

When you have responded to all of the items in the questionnaire, please return it to the research institute by mailing it in the envelope provided.

A B C D E
0 0 0 0 0 1. How many years have you been a teacher?

A. 15 or more years
B. 10 - 14 years
C. 6 - 9 years
D. 2 - 5 years
E. This is my first year

A B C D E
0 0 0 0 0 2. In which subject area do you teach?

A. Math, physical sciences
B. Social sciences, languages
C. Vocational
D. Art, music
E. Other

A B C D E
0 0 0 0 0 3. Are you familiar with the Utah State Board of Education Goals for Career Education?

A. I am not familiar with the goals
B. Slightly familiar--I have heard of them, but have not read them
C. Moderately familiar--I have read them, but have not studied them
D. Familiar--I understand them and have partially implemented them
E. Very familiar--I have implemented the goals

A B C D E
0 0 0 0 0 4. Which one of the following do you think is the best methodological approach for implementing career education?

A. Adding new career segments or units to existing curriculum
B. Infusing present curriculum with career education information
C. Using teacher-directed field trip experiences
D. Using release time from classes for career education activities under guidance counselors or administrators
E. Adding programs in career education outside of regular school time

A B C D E
0 0 0 0 0 5. In your opinion, how important is career education in the secondary schools?

A. Relatively unimportant--detracts from basic skills training
B. Somewhat important
C. Important
D. Very important
E. I have no opinion on the matter

A B C D E
0 0 0 0 0

6. Have you achieved any of the career education goals and objectives of your district/school in the classroom?

A. As far as I know, the district/school does not have any goals and objectives in career education
B. None
C. Some
D. Most
E. All

A B C D
0 0 0 0

7. How do you bring career education into your classroom?

A. Have not focused on career education
B. Have periodic units on career education
C. Occasionally bring career education into other units as opportunities permit
D. Have strong emphasis on infusing career education concepts into the ongoing curriculum

A B C D E
0 0 0 0 0

8. How many quarter hours of college training do you think you should have to infuse career education goals and objectives in the classroom?

A. None
B. 1 - 3
C. 4 - 6
D. 7 - 9
E. 10 or more

A B C D E
0 0 0 0 0

9. How many workshops or in-service training institutes on career education have you attended since you started teaching?

A. None
B. 1
C. 2
D. 3
E. 4 or more

A B C D E
0 0 0 0 0

10. What percentage of your preparation time do you spend implementing career education in the classroom?

A. More than 20%
B. 16 - 20%
C. 6 - 15%
D. 1 - 5%
E. No preparation time for career education

A B C D E
0 0 0 0 0

11. How worthwhile are the career education materials available to you?

A. Do not have a career education program
B. Not aware of such materials
C. Not very worthwhile, I seldom use these materials
D. Somewhat worthwhile
E. Very worthwhile

A B C D
0 0 0 0

12. In your opinion, what effect has career education had on your teaching of subject matter?

A. Have used too few career education concepts to say
B. Has distracted from emphasis on subject matter
C. Little effect one way or the other
D. Makes subject matter more relevant

A B C D E
0 0 0 0 0

13. How do your students feel about career education activities?

A. No career education activities in my classroom
B. Gives them a break from learning basic skills
C. A lot of fun, but limited in utility
D. Learn something about how people make a living
E. Brings relevance to the things that are learned in school

A B C D
0 0 0 0

14. Which of the following best reflects your feeling about the value of work experience before graduation for high school students?

A. All students should have some work experience
B. No work experience for college bound students; yes for others
C. Some work experience is appropriate for a small portion of the students
D. Work experience is of limited value

A B C D E
0 0 0 0 0

15. How often do you use cluster concepts (job families) of career education as part of your curriculum?

A. Not used at all
B. Used infrequently, about once a term
C. Used occasionally, at least once a month
D. Used moderately, at least once a week
E. Used extensively

16 - 23. How often do you use the types of sources listed in the next eight items to arrange field trips, have resource persons visit your classroom, etc.?

A = I have not used these resources in my classroom
B = Once or twice a year
C = Once or twice a term
D = Once or twice a month
E = About once a week

A	B	C	D	E		
0	0	0	0	0	16.	A community organization (e.g., Kiwanis, Chamber of Commerce)
0	0	0	0	0	17.	A local governmental source (e.g., police or fire department)
0	0	0	0	0	18.	A community referral service (e.g., BICEP)
0	0	0	0	0	19.	Other educational institutions in the area (colleges, vocational schools)
0	0	0	0	0	20.	List compiled by the school
0	0	0	0	0	21.	People of my own acquaintance
0	0	0	0	0	22.	Persons known by friends or other teachers
0	0	0	0	0	23.	Parents of students in the classroom

---

24 - 31. How much of a problem has each of the following been to you in implementing career education in your classroom?

A = Principal reason for lack of career education
B = Difficult problem
C = Somewhat of a problem
D = Not much of a problem
E = No problem at all

A	B	C	D	E		
0	0	0	0	0	24.	Insufficient university training
0	0	0	0	0	25.	Insufficient in-service training
0	0	0	0	0	26.	Insufficient preparation time per week
0	0	0	0	0	27.	Lack of support from administrators
0	0	0	0	0	28.	Insufficient consulting help
0	0	0	0	0	29.	Lack of materials
0	0	0	0	0	30.	Lack of an integrated, developmental career education plan
0	0	0	0	0	31.	Lack of time--other curricula have higher priority

CAREER EDUCATION NEEDS ASSESSMENT PROJECT

ELEMENTARY PRINCIPAL QUESTIONNAIRE

The purpose of this questionnaire is to provide the Utah State Board of Education with information about the current status of career education in the state. Career education covers a broad spectrum of educational activities, but has been defined by the U. S. Office of Education as those experiences provided by the schools "through which students can learn about and prepare to engage in work as part of their way of living."

To provide the Utah State Board of Education with information to make effective decisions concerning career education, the responses that you make to the items in this questionnaire have to be as accurate and complete as possible. However, if you feel that you can not or should not answer any particular question, please leave it blank. All responses will be kept confidential; data will be reported in summary form only.

You are to indicate your response to each of the items by marking the circle that corresponds to the most appropriate alternative. For example:

A B

● ○ E. Are you presently employed by an educational institution?

A. Yes
B. No

In this example, a "yes" response has been made.

When you have responded to all of the items in the questionnaire, please return it to the research institute by mailing it in the envelope provided.

A B
0 0

1. Is your school a Title I school?

   A. Yes
   B. No

A B C D
0 0 0 0

2. In what type community is your school located?

   A. Rural
   B. Suburban
   C. Urban, city of 100,000 or less
   D. Urban, city larger than 100,000

A B C D E
0 0 0 0 0

3. How many students are there in your school?

   A. 500 or more
   B. 350 - 499
   C. 200 - 349
   D. 75 - 199
   E. Less than 75

A B C D E
0 0 0 0 0

4. For how many years have you been the principal of an elementary school?

   A. 15 or more years
   B. 10 - 14 years
   C. 6 - 9 years
   D. 2 - 5 years
   E. This is my first year

A B C D E
0 0 0 0 0

5. Does your school have an organized plan for career education?

   A. No
   B. No, but career education is a priority area
   C. No, but we have a steering committee working on such a plan
   D. Yes, but the plan has been only partially implemented
   E. Yes, components of the career education plan have been infused into each level of the school

A B C D E
0 0 0 0 0

6. Who is primarily responsible for coordinating the career education activities in your school?

   A. The principal, or assistant principal
   B. A counselor
   C. A teacher or other staff member
   D. A district level resource person
   E. There is no formal career education program in this school

7 - 11. Does the career education plan for your school provide for each of the points in the next five items?

No, as there is no plan
No, not a part of the plan
Yes, implied in the plan
Yes, explicit in the plan
Yes, with implementation strategies

A	B	C	D	E		
0	0	0	0	0	7.	Specific goals and objectives
0	0	0	0	0	8.	Scope--specifying grade levels, the number of students to be involved, etc.
0	0	0	0	0	9.	Sequence--specific activities leading to others, contributing to the career decisions of the students
0	0	0	0	0	10.	Assignment of responsibility--the coordination of the plan and lines of responsibility for participating personnel
0	0	0	0	0	11.	Evaluation--demonstration of the effectiveness of the program

---

12 - 20. How involved is each of the following in the career education program in your school?

There is no formal program
Not involved
Limited, intermittent involvement
Limited, but consistent involvement
Involved in planning, implementing, etc.

A	B	C	D	E		
0	0	0	0	0	12.	Principal or other administrators
0	0	0	0	0	13.	Teachers
0	0	0	0	0	14.	Students
0	0	0	0	0	15.	Career education coordinator or counselor
0	0	0	0	0	16.	District personnel
0	0	0	0	0	17.	Utah State Board of Education personnel
0	0	0	0	0	18.	Parents
0	0	0	0	0	19.	School Board members
0	0	0	0	0	20.	Community members

21 - 24. What percentage of the students in your school have exposure to or experience with each of the following career education activities or resources during a given term?

A = 76 - 100%
B = 51 - 75%
C = 26 - 50%
D = 25% or less
E = I don't know, or is school does not use these experiences

A	B	C	D	E		
0	0	0	0	0	21.	Career awareness field trips
0	0	0	0	0	22.	Career resource persons
0	0	0	0	0	23.	Career education infused units (e.g., World of Work, teacher developed units, etc.)
0	0	0	0	0	24.	Parental involvement in career education

---

25 - 30. Does your school have special programs to deal with the career problems of each of the groups described in the next six items?

A = Social service agencies provide programs for this group
B = Alternative schools in the district for this group
C = Mainstreamed in the regular classroom
D = Program being planned for this group
E = No special programs for this group

A	B	C	D	E		
0	0	0	0	0	25.	The physically disadvantaged
0	0	0	0	0	26.	The emotionally handicapped
0	0	0	0	0	27.	The mentally handicapped (e.g., learning disabilities)
0	0	0	0	0	28.	Women (sexual stereotyping)
0	0	0	0	0	29.	Minorities (culturally disadvantaged)
0	0	0	0	0	30.	Low income (economically disadvantaged)

31 - 45. How much of a problem has each of the following been to you in implementing career education in your school?

Principal reason for lack of career education

A = Difficult problem
B = Somewhat of a problem
C = Not much of a problem
D = No problem at all
E

A	B	C	D	E		
0	0	0	0	0	31.	Lack of an integrated, developmental plan for career education
0	0	0	0	0	32.	Lack of time, due to other priority matters
0	0	0	0	0	33.	Lack of trained staff
0	0	0	0	0	34.	Resistance of the staff to career education
0	0	0	0	0	35.	Lack of funds to train staff
0	0	0	0	0	36.	Lack of funds to purchase materials
0	0	0	0	0	37.	Lack of funds for making curriculum changes
0	0	0	0	0	38.	Lack of curriculum materials that meet identified needs
0	0	0	0	0	39.	Lack of curriculum materials that meet staff development needs
0	0	0	0	0	40.	Lack of competent persons to train staff
0	0	0	0	0	41.	Opposition from parents
0	0	0	0	0	42.	Confusion between career education and vocational education
0	0	0	0	0	43.	Confusion between career education and general education
0	0	0	0	0	44.	Lack of interest at the state educational agency
0	0	0	0	0	45.	Lack of interest in the business community

CAREER EDUCATION NEEDS ASSESSMENT PROJECT

ELEMENTARY TEACHER QUESTIONNAIRE

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A B

● ○ E. Are you presently employed by an educational institution?

A. Yes
B. No

In this example, a "yes" response has been made.

When you have responded to all of the items in the questionnaire, please return it to the research institute by mailing it in the envelope provided.

A B C D E
0 0 0 0 0

1. How many years have you been teaching?

   A. 15 or more years
   B. 10 - 14 years
   C. 6 - 9 years
   D. 2 - 5 years
   E. This is my first year

A B C D E
0 0 0 0 0

2. Which one of the following most adequately represents the grade level that you teach?

   A. K-1
   B. 2-3
   C. 4
   D. 5
   E. 6

A B C D E
0 0 0 0 0

3. Are you familiar with the Utah State Board of Education Goals for Career Education?

   A. I am not familiar with the goals
   B. Slightly familiar--I have heard of them, but have not read them
   C. Moderately familiar--I have read them, but not studied them
   D. Familiar--I understand them and have partially implemented the goals
   E. Very familiar--I have implemented the goals

A B C D E
0 0 0 0 0

4. Which one of the following do you think is the best methodological approach for implementing career education?

   A. Adding new career segments or units to existing curriculum
   B. Infusing present curriculum with career education information
   C. Using teacher-directed field trip experiences
   D. Using release time from classes for career education activities under guidance counselors or administrators
   E. Adding programs in career education outside of regular school time

A B C D E
0 0 0 0 0

5. In your opinion, how important is career education in the elementary schools?

   A. Relatively unimportant--detracts from basic skills training
   B. Somewhat important
   C. Important
   D. Very important
   E. I have no opinion on the matter

A B C D E
0 0 0 0 0

6. Have you achieved any of the career education goals and objectives of your district/school in the classroom?

A. As far as I know, the district/school does not have any goals and objectives in career education
B. None
C. Some
D. Most
E. All

A B C D
0 0 0 0

7. How do you bring career education into your classroom?

A. Have not focused on career education
B. Have periodic units on career education
C. Occasionally bring career education into other units as opportunities permit
D. Have strong emphasis on infusing career education concepts into ongoing curriculum

A B C D E
0 0 0 0 0

8. How many quarter hours of college training do you think you should have to infuse career education goals and objectives in the classroom?

A. None
B. 1 - 3
C. 4 - 6
D. 7 - 9
E. 10 or more

A B C D E
0 0 0 0 0

9. How many workshops or in-service training institutes on career education have you attended since you started teaching?

A. None
B. 1
C. 2
D. 3
E. 4 or more

A B C D
0 0 0 0

10. How much time are you given by the school to prepare for career education activities?

A. I can get some release time during school, as I need it
B. Some preparation time is given, but not specifically for career education
C. Some preparation time before school starts in the fall, but none during the year
D. Teachers are given no preparation time for any subject--preparation done on own time

A B C D E
0 0 0 0 0 11. How much preparation time would you need to implement fully the career education goals and objectives of the State?

A. At least one hour per day
B. 2 - 3 hours per week
C. 4 or more hours per month
D. Preparation time is not a big problem in implementing career education goals in this school
E. Not familiar with State goals and objectives in career education

A B C D E
0 0 0 0 0 12. How worthwhile are the career education materials available to you?

A. Do not have a career education program
B. Not aware of such materials
C. Not very worthwhile, I seldom use these materials
D. Somewhat worthwhile
E. Very worthwhile

A B C D E
0 0 0 0 0 13. Are World of Work career education materials available for use in your classroom?

A. I have such materials in my classroom
B. Available in a day or two
C. Available in a week's time
D. Have not used these materials because of lack of training
E. Not aware of such materials

A B C D E
0 0 0 0 0 14. How often do you use World of Work units?

A. I have not used these units
B. Once a term or so
C. Once a month or so
D. Once a week or so
E. Daily

A B C D E
0 0 0 0 0 15. How often do you use Bread and Butterflies units?

A. I have not used these units
B. Once a term or so
C. Once a month or so
D. Once a week or so
E. Daily

A B C D E
0 0 0 0 0 16. How do your students feel about career education activities?

A. No career education activities in my classroom
B. Gives them a break from learning basic skills
C. A lot of fun, but limited in utility
D. Learn something about how people make a living
E. Brings relevance to the things that are learned in school

17 - 19. On the average, how often do you use the following in implementing career education in your classroom?

Not used
Once a year
Twice a year
Three times a year
Four or more times a year

A	B	C	D	E		
0	0	0	0	0	17.	Career awareness field trips
0	0	0	0	0	18.	Career resource persons
0	0	0	0	0	19.	Parental involvement in career education

A	B	C	D	E		
0	0	0	0	0	20.	How often do you use cluster concepts (job families) of career education as part of your curriculum?

A. Not used at all
B. Used infrequently, about once a term
C. Used occasionally, at least once a month
D. Used moderately, at least once a week
E. Used extensively

---

21 - 24. How often do you use each of the activities described in the next four items in conjunction with career education field trips?

No career education field trips allowed
Never used
Used occasionally
Used on almost all field trips
Used on each field trip

A	B	C	D	E		
0	0	0	0	0	21.	Introduction to the field trip--letting the students know what to expect, what to look for, and how the experience is relevant to them
0	0	0	0	0	22.	Report, written or oral, on the field trip by one or several students, stressing the relevance of the activity
0	0	0	0	0	23.	Evaluation of the field trip by the teacher and/or students--personal report or summary evaluating the experience, strong points, how it could be improved, etc.
0	0	0	0	0	24.	Feedback from the field trip site--reaction to the trip, the students, and the possibility of repetition of the activity

25 - 32. How often do you use the types of sources listed in the next eight items to arrange field trips, have resource persons visit your classroom, etc.?

I have not used these sources in my classroom
Once or twice a year
Once or twice a term
Once or twice a month
About once a week

A	B	C	D	E		
0	0	0	0	0	25.	A community organization (e.g., Kiwanis, Chamber of Commerce)
0	0	0	0	0	26.	A local governmental source (e.g., police or fire department)
0	0	0	0	0	27.	A community referral service (e.g., BICEP)
0	0	0	0	0	28.	Other educational institutions in the area (colleges, vocational schools)
0	0	0	0	0	29.	List compiled by the school
0	0	0	0	0	30.	People of my own acquaintance
0	0	0	0	0	31.	Persons known by friends or other teachers
0	0	0	0	0	32.	Parents of students in the class

---

33 - 40. How much of a problem has each of the following been to you in implementing career education in your classroom?

Principal reason for lack of career education
Difficult problem
Somewhat of a problem
Not much of a problem
No problem at all

A	B	C	D	E		
0	0	0	0	0	33.	Insufficient university training
0	0	0	0	0	34.	Insufficient in-service training
0	0	0	0	0	35.	Insufficient preparation time per week
0	0	0	0	0	36.	Lack of support from administrators
0	0	0	0	0	37.	Insufficient consulting help
0	0	0	0	0	38.	Lack of materials
0	0	0	0	0	39.	Lack of an integrated, developmental career education plan
0	0	0	0	0	40.	Lack of time--other curricula have higher priority

CAREER EDUCATION NEEDS ASSESSMENT PROJECT
PARENT QUESTIONNAIRE

The purpose of this questionnaire is to provide the Utah State Board of Education with information about the current status of career education in the state. Career education covers a broad spectrum of educational activities, but has been defined by the U. S. Office of Education as those experiences provided by the schools "through which students can learn about and prepare to engage in work as part of their way of living."

To provide the Utah State Board of Education with information to make effective decisions concerning career education, the responses that you make to the items in this questionnaire have to be as accurate and complete as possible. However, if you feel that you can not or should not answer any particular question, please leave it blank. All responses will be kept confidential; data will be reported in summary form only.

You are to respond to the items in this questionnaire as they pertain to the oldest child that you have in the educational system (K-12). Please try to remember the kinds of experiences that your oldest child has had in the educational system, and respond to the items on the basis of those experiences.

Please respond to these items on the basis of the interaction of either parent with the educational system. If an alternative is correct for either you or your spouse, mark that alternative. Indicate your responses to each item by marking the circle that corresponds to the most appropriate alternative. For example:

A B

● ○ E. Are you the parent of a student in school (Grades K-12)?

A. Yes
B. No

In this example, a "yes" response has been made.

When you have responded to all of the items in the questionnaire, please return it to the research institute by mailing it in the envelope provided.

A B C
○ ○ ○ 1. My oldest child still in school is in:

A. Elementary school
B. Middle school or junior high
C. Senior high school

A B C
○ ○ ○ 2. During the last twelve months, have you been invited to participate in career education activities at your child's school?

A. Yes, several times
B. Yes, once or twice
C. No

A B C D
○ ○ ○ ○ 3. During the past twelve months, have you been asked to act as a resource person to provide career information at your child's class or school?

A. No, I have not been asked to participate in such a way
B. Yes, but I was not able to participate
C. Yes, but I did not feel that it was of much benefit to the students
D. Yes, and I felt that the students benefitted from this

4 - 8. During the past year, how often have you participated in each of the activities listed in the following five items?

Not aware that such programs exist
| Have not participated
| | Once or twice
| | | 3 or more times
| | | |
A B C D

0 0 0 0 4. A school program which involved career education activities with your child within your home

0 0 0 0 5. Career education programs which required you to visit your child's classroom

0 0 0 0 6. Field trips with your child's class designed to enhance the children's career knowledge

0 0 0 0 7. Visits by your child to your place of work so that he/she can learn more about what you do

0 0 0 0 8. Visits by students other than your own child to your place of work so that they can learn about your job

---

9 - 14. How much importance should the educational system place on the development of each of the following in students?

Should not be done by schools
| Good, if time is available
| | Important
| | | Absolutely necessary
| | | |
A B C D

0 0 0 0 9. Good work habits

0 0 0 0 10. A personally meaningful set of work values

0 0 0 0 11. Skills sufficient to gain entry into an occupation

0 0 0 0 12. Student career decisions based on knowledge of themselves and their educational and vocational opportunities

0 0 0 0 13. Career decision-making, job-seeking, and job-attainment skills

0 0 0 0 14. Placement service for the next occupational or educational step

15 - 21. Could your child use help or information in each of the career education areas listed in the next seven items?

No help needed at this time
| Some help
| | A considerable amount of help
A B C

A	B	C		
0	0	0	15.	Exploring his/her interests, skills, personal traits, personal needs, and personal values as an aid to career planning
0	0	0	16.	Becoming aware of expectations that an employer or a higher educational institution will have of him/her
0	0	0	17.	Formulating a flexible career plan
0	0	0	18.	Relating what he/she does in school to various occupations
0	0	0	19.	The wide variety of occupations in business, government, and industry in this state
0	0	0	20.	Current and future trends in the job market
0	0	0	21.	Scholarships, apprenticeships, and other education/training options after high school

---

IF YOUR OLDEST CHILD IS IN ELEMENTARY SCHOOL, PLEASE STOP HERE.

A B C D
0 0 0 0 22. Have you ever gone to your child's school to assist your child and a counselor or teacher in planning for your child's career?

A. No, I have never been asked to do this
B. No, I do not think that it would be worthwhile
C. Yes, but it did not seem to be helpful to my child
D. Yes, and it seemed to be very helpful to my child

A B C D
0 0 0 0 23. Has your child taken either an ability test or an interest inventory and had the results explained to him/her?

A. No, not to my knowledge
B. Yes, but did not have the results explained
C. Yes, but the results were not especially useful
D. Yes, and the results were quite useful

A B C D
0 0 0 0 24. Have the results of your child's tests (ability test or interest inventory) been explained to <u>you</u>?

A. My child has not taken such tests
B. No
C. Yes, but the information was not especially useful
D. Yes, and the information was quite useful

CAREER EDUCATION NEEDS ASSESSMENT PROJECT
BUSINESS COMMUNITY QUESTIONNAIRE

The purpose of this questionnaire is to provide the Utah State Board of Education with information about the current status of career education in the state. Career education covers a broad spectrum of educational activities, but has been defined by the U.S. Office of Education as those experiences provided by the schools "through which students can learn about and prepare to engage in work as part of their way of living."

To provide the Utah State Board of Education with information to make effective decisions concerning career education, the responses that you make to the items in this questionnaire have to be as accurate and complete as possible. However, if you feel that you can not or should not answer any particular question, please leave it blank. All responses will be kept confidential; data will be reported in summary form only.

You are to indicate your response to each of the items by marking the circle that corresponds to the most appropriate alternative. For example:

A B
● ○ E. Are you presently employed?

A. Yes
B. No

In this example, a "yes" response has been made.

When you have responded to all of the items in the questionnaire, please return it to the research institute by mailing it in the envelope provided.

A B C D E
○ ○ ○ ○ ○ 1. In which type of business are you involved?

A. Retail or wholesale sales
B. Construction or manufacturing
C. Provision of services
D. Agriculture
E. Mining

---

2 - 7. During the past year, has your company been involved with students in each of the activiites described in the following six items?

Yes, many times
Yes, once or twice
No

A B C
○ ○ ○ 2. Provided materials about your business
○ ○ ○ 3. Visited schools for talks about your business
○ ○ ○ 4. Provided field trip sites at your business
○ ○ ○ 5. Provided a site for extended visits or unpaid internships
○ ○ ○ 6. Conducted sample job interviews for the students
○ ○ ○ 7. Provided student employment

8 - 17. How much of a problem has each of the following ten items been in providing work experiences for students during the past year?

Provided no work experience for students
| No problem at all
| | Slight problem
| | | Serious problem
A B C D

0	0	0	0	8.	Federal regulations (e.g., child labor laws, OSHA regulations, minimum wage laws)
0	0	0	0	9.	State regulations (child labor laws, safety requirements)
0	0	0	0	10.	School or school district policies
0	0	0	0	11.	Supervision by the schools
0	0	0	0	12.	Lack of incentives provided by the schools to encourage participation by businesses
0	0	0	0	13.	Union policies or regulations
0	0	0	0	14.	Company policies or regulations
0	0	0	0	15.	Insurance restrictions
0	0	0	0	16.	Concern with impact on productivity at the work setting
0	0	0	0	17.	Transportation

---

18 - 24. How much importance should the educational system place on the development of each of the following in students?

Not a concern of the schools
| Limited importance
| | Vital importance
A B C

0	0	0	18.	Good work habits
0	0	0	19.	Good personal hygiene and pleasing appearance
0	0	0	20.	A personally meaningful set of work values
0	0	0	21.	Skills sufficient to gain entry into an occupation
0	0	0	22.	Tentative career plans based on knowledge of themselves and their educational and vocational opportunities
0	0	0	23.	Career decision-making, job-seeking, and job-attainment skills
0	0	0	24.	Knowledge of the free enterprise system

25 - 29. How much of a problem has each of the following five items been to the business community in coordinating efforts with the educational system?

Serious problem
Slight problem
No problem at all

A	B	C		
0	0	0	25.	Educators are not well informed about the real needs of business and industry
0	0	0	26.	The subjects taught in school have little relevance in the business world
0	0	0	27.	The schools do not provide placement services for the students
0	0	0	28.	There is insufficient coordination between the business world and the educational system
0	0	0	29.	The business world has not been well enough informed about the needs of students

---

30 - 34. Rank the importance that is placed on each of the following five factors when you are hiring new employees?

Most important
2nd most important
3rd most important
4th most important
Least important

A	B	C	D	E		
0	0	0	0	0	30.	Previous work experience
0	0	0	0	0	31.	Grades in school
0	0	0	0	0	32.	Personality
0	0	0	0	0	33.	Communication skills
0	0	0	0	0	34.	Amount of education

A	B	C	D	E		
0	0	0	0	0	35.	How many employees work for your company?

A. Less than 10
B. 10 - 24
C. 25 - 49
D. 50 - 99
E. 100 or more

Please indicate on this form the availability and usage of various published materials that are designed to be used in the career education area. The availability is to be marked on the left hand side of the page, and the usage on the right. If you have information about availability, and none about usage, please mark only the left hand side of the page. If you do not feel that you are the best source of information about the availability and usage of these materials, please give this form to the person who is. Thanks.

A: Each teacher has a set	B: Available in the school	C: Available at the district office	D: Not readily available	E: Have not heard of these materials		A: Very often	B: Often	C: Occasionally	D: Seldom	E: Never
O	O	O	O	O	Career Decision-Making Program and Introduction to ____ Careers (McKnight)	O	O	O	O	O
O	O	O	O	O	Occupational Learning Systems (Hoffman Series)	O	O	O	O	O
O	O	O	O	O	Library of Counseling Films (Counselor Films)	O	O	O	O	O
O	O	O	O	O	Popeye Career Awareness Library (King Features)	O	O	O	O	O
O	O	O	O	O	Occupational VIEW Deck (Chronicle Guidance)	O	O	O	O	O
O	O	O	O	O	Self-Incorporated (Agency for Instructional Television--AIT)	O	O	O	O	O
O	O	O	O	O	Junior High Infusion (Utah State Board of Education--USBE)	O	O	O	O	O
O	O	O	O	O	Industrial Arts Career Exploration (USBE)	O	O	O	O	O
O	O	O	O	O	Homemaking Career Exploration (USBE)	O	O	O	O	O
O	O	O	O	O	Career Planning Program (Houghton-Mifflin)	O	O	O	O	O
O	O	O	O	O	Dictionary of Occupational Titles (U. S. Department of Labor--DOL)	O	O	O	O	O
O	O	O	O	O	Occupational Outlook Handbook (DOL)	O	O	O	O	O
O	O	O	O	O	Experience Based Career Education (National Institute of Education)	O	O	O	O	O
O	O	O	O	O	Occu-file (Science Research Associates--SRA)	O	O	O	O	O
O	O	O	O	O	WORK File (SRA)	O	O	O	O	O
O	O	O	O	O	Other (Please specify)_____	O	O	O	O	O
					_____					
O	O	O	O	O	Other (Please specify)_____	O	O	O	O	O
					_____					

INVENTORY OF CAREER EDUCATION MATERIALS -- ELEMENTARY

Please indicate on this form the availability and usage of various published materials that are designed to be used in the career education area. The availability is to be marked on the left hand side of the page, and the usage on the right. If you have information about availability, and none about usage, please mark only the left hand side of the page. If you do not feel that you are the best source of information about the availability and usage of these materials, please give this form to the person who is. Thanks.

Each teacher has a set	Available in the school	Available at the district office	Not readily available	Have not heard of these materials		Very often	Often	Occasionally	Seldom	Never
A	B	C	D	E		A	B	C	D	E
0	0	0	0	0	World of Work (Utah State Board of Educ.)	0	0	0	0	0
0	0	0	0	0	Bread and Butterflies (Agency for Instructional Television--AIT)	0	0	0	0	0
0	0	0	0	0	DUSO Kits--Developing Understanding of Self and Others (American Guidance Service)	0	0	0	0	0
0	0	0	0	0	Inside Out (AIT)	0	0	0	0	0
0	0	0	0	0	FOCUS (Science Research Associates--SRA)	0	0	0	0	0
0	0	0	0	0	Our Working World (SRA)	0	0	0	0	0
0	0	0	0	0	TAD--Toward Affective Development (Amer. Guidance Service)	0	0	0	0	0
0	0	0	0	0	Igniting Creative Potential (Project Implode)	0	0	0	0	0
0	0	0	0	0	Kinder Economy (Marilyn Kourilsky, UCLA)	0	0	0	0	0
0	0	0	0	0	The Mini-System (Marilyn Kourilsky, UCLA)	0	0	0	0	0
0	0	0	0	0	Other (Please specify)_____	0	0	0	0	0
					_____					
0	0	0	0	0	Other (Please specify)_____	0	0	0	0	0
					_____					

INVENTORY OF CAREER EDUCATION MATERIALS -- ELEMENTARY

Please indicate on this form the availability and usage of various published materials that are designed to be used in the career education area. The availability is to be marked on the left hand side of the page, and the usage on the right. If you have information about availability, and none about usage, please mark only the left hand side of the page. If you do not feel that you are the best source of information about the availability and usage of these materials, please give this form to the person who is. Thanks.

Each teacher has a set						Very often				
	Available in the school						Often			
		Available at the district office						Occasionally		
			Not readily available						Seldom	
				Have not heard of these materials						Never
A	B	C	D	E		A	B	C	D	E
0	0	0	0	0	World of Work (Utah State Board of Educ.)	0	0	0	0	0
0	0	0	0	0	Bread and Butterflies (Agency for Instructional Television--AIT)	0	0	0	0	0
0	0	0	0	0	FUSO Kits--Developing Understanding of Self and Others (American Guidance Service)	0	0	0	0	0
0	0	0	0	0	Inside Out (AIT)	0	0	0	0	0
0	0	0	0	0	FOCUS (Science Research Associates--SRA)	0	0	0	0	0
0	0	0	0	0	Our Working World (SRA)	0	0	0	0	0
0	0	0	0	0	TAD--Toward Affective Development (Amer. Guidance Service)	0	0	0	0	0
0	0	0	0	0	Igniting Creative Potential (Project Implode)	0	0	0	0	0
0	0	0	0	0	Kinder Economy (Marilyn Kourilsky, UCLA)	0	0	0	0	0
0	0	0	0	0	The Mini-System (Marilyn Kourilsky, UCLA)	0	0	0	0	0
0	0	0	0	0	Other (Please specify)_____	0	0	0	0	0
					_____					
0	0	0	0	0	Other (Please specify)_____	0	0	0	0	0
					_____					

APPENDIX I

Draft State Plan

A STATE PLAN FOR CAREER EDUCATION

DRAFT

U.S.O.E. GRANT #G007604368

Utah State Board of Education
Salt Lake City, Utah
September 1977

A. INTRODUCTION

This project was designed to develop a comprehensive state plan for implementing career education in Utah's elementary and secondary schools. It has been developed pursuant to the rules and regulations regarding state plan development (Subpart C, Part 160d of Title 45 of the Code of Federal Regulations) and in compliance with the Career Education Program as specified in Section 406, Title IV of the education amendments of 1974, Public Law 93-380.

Definition of Career Education

Few concepts introduced on the American education scene have met with as much discussion and controversy as has career education. While it has met with almost instant nationwide acclaim, it has at the same time meant a variety of things dependent upon the locale and one's point of view.

In an attempt to identify those parts of education directly related to occupational preparation, and yet not to disregard the other educational objectives so vitally important to the total development of the individual, the following definition has been adopted by the Utah State Board of Education:

> Career education is defined as those parts of the educational system focused on providing individuals with the skills, understandings and values necessary for obtaining and succeeding in gainful occupations in which they make their livelihood, and in the useful occupation of homemaking.

Career education begins in grade one or earlier and continues through the adult years. Career education extends beyond the school and utilizes the entire community as a resource for career development. In this context, career education is not separate and apart from total life education but is a correlated, integral part of all human development. It calls for a united effort of the school and community to help all individuals become

familiar with the values of the work-oriented society; to integrate these values into their lives; and to implement them in such a way that work becomes useful, meaningful and satisfying.

Since it is the position of the State Board that career education will be a major thrust of the total public education system from the kindergarten through secondary, postsecondary, and adult levels, the State Education Agency will provide the leadership necessary for development and implementation of the career education concept through the following programs.

1. The kindergarten through sixth grade curriculum will include career awareness dealing with the development of proper attitudes, appreciations, and understandings of the World of Work.

2. The junior high or middle school curriculum will focus on career orientation and exploration with continued development of foundation skills and attitudes. At this level, students will have opportunity for in-depth exploration of different job families and to acquire information about themselves, their interests and talents and how these can be transferred into career opportunities.

3. The senior high curriculum will provide for the extension and expansion of programs identified in the elementary and junior high and for appropriate career specialization and support programs. Students should identify a tentative career goal as a matter of record and within their senior high experience, will be given opportunity to devote the time necessary to meet career needs in a chosen area of concentration. The offerings of the school will be broad enough to provide learning in a wide range of occupational fields with support of interrelating classes. The school will provide optimum opportunities for students to engage in work experience activities.

4. At high school graduation or at the time a person leaves school, each student will be assisted by the school system in being successfully placed at the next step of the individual's choice. This may include entry-level employment, military service, technical school, college, homemaking or any other temporary or permanent goal identified by the student under wise counseling at the school. Such a step requires school personnel to provide for follow-up to ascertain the effectiveness of the school program.

5. Programs of study at adult and postsecondary levels will be tailor-made to each student's interests and needs. Course content of subject matter will allow for varied career applications or will provide retraining for specific job needs.

Conceptual Base for Career Education

The educational program, including that component defined as career education, is vitally concerned with the total development of each individual within its jurisdiction. If the educational program is conceived and implemented correctly, each learner will be moving at an individual rate toward social, asthetic, environmental, productive, physical, emotional, ethical and intellectual maturity and the final goal--that of being a rationale, effective, affective human being.

Because it helps individuals achieve rationality, effectiveness and affectiveness, career development is an important process of each person's life and education should foster this development. The following statements of belief constitute the philosophical foundation upon which career education in the state rests:

1. Because there is dignity in all honorable and honest work, educators should provide a learning climate in which the vocational-technical and professional skills are given equal importance.

2. Because career education is an important part of total life education, all facets of the educational system should cooperate to help the individual become a gainfully employed and productive human being.

3. Because educational systems cannot assume sole responsibility for career education, there must be total community, home, and school involvement if career education programs are to be successfully implemented.

4. Because all individuals will be engaged in selecting one, or a succession of gainful occupations as a part of seeking personal fulfillment, career education must be provided every human being throughout life.

5. Because career education is a lifelong developmental process, educators must provide learning experiences for attitude formation, orientation, exploration and skill development which begins in early childhood and extends through the life of the individual.

6. Because career education is directly related to fulfillment of the unique needs, desires and aspirations of every human being, educators must design humanized learning experiences for each individual that are highly personalized and compatible with his/her abilities and interests.

7. Because an accurate appraisal of personal strengths and limitations is a prerequisite to making a wise choice of occupations, the educational system must assist each individual to understand his/her abilities and interests.

8. Because all education should have as its goal the total development of the child, course content or learning experiences should be related to life, now, and future occupational choices; and curriculum must become more functional for those students who desire early occupational entry.

9. Because career choices will be made by the individual, influenced by parents and others, educators must provide students and parents with the necessary information, decision making skills, and understandings for the student to make wise choices.

10. Because conditions and circumstances beyond the control of the individual may interfere with his/her educational progress, the educational program must be flexible enough to meet the career needs of disadvantaged and/or handicapped individuals.

11. Because the educational system will be held increasingly accountable for an instructional program which prepares individuals for gainful employment, educators must accept a proportionate share of the responsibility for preparing and placing each individual at the next step in career development.

12. Because the student who has been involved in real work experiences, or even in simulated experiences, is more likely to make a successful entry into the world of work, educators should attempt to provide these kinds of experiences for each individual according to the individual's needs and desires.

13. Because the classroom teacher is in a key position to provide career guidance, preservice and in-service education should assist teachers in acquiring the necessary competency to aid students in recognizing career opportunities.

14. Because technical assistance in occupational guidance is the prime responsibility of the counselor, preservice and in-service training must assist the counselor in acquiring the competencies necessary to assume a leadership role in implementing career guidance and in contributing to other aspects of career education.

Goals of Career Education

Before the concepts set forth in the document can lead to a functional career education program, a strategy or procedure for coordinating the existing school system with career education components must be designed.

The components of career education, the goals and subgoals of each component are as follows:

I. Understanding Oneself and Relationship with Others

Goal: Individuals will develop a sense of self-worth and a positive attitude toward others.

Subgoals:

1. Recognize that career selection should be related to individual interests and abilities.
2. Recognize one's own set of values as well as others' values and in relation to what or whom.
3. Develop attitudes and personal characteristics necessary in getting, holding, and advancing in a chosen career.
4. Recognize one's own strengths and weaknesses and how others differ from oneself.
5. Understand why community success is dependent upon productive individual workers.
6. Recognize one's own importance as a worthy member of a group.

II. Career Orientation and Information

Goal: Individuals will develop a growing awareness of career opportunities throughout the educational program.

Subgoals:

1. Understand the variety and complexity of careers and career opportunities in the world of work.
2. Determine the basic characteristics and qualifications related to preparation for the performance of the major tasks associated with various careers.
3. Gain an understanding of life styles associated with occupations in various clusters.
4. Recognize that work has dignity as it contributes to society.

III. Economic Awareness and Consumer Competency

Goal: Each individual will understand the operation of the economic systems in our society and factors related to the national, local and individual economy.

Subgoals:

1. Develop an understanding of the need for work and the law of supply and demand as applied to the exchange of goods and services.

2. Develop concepts of career potential--the costs of preparing for a career in relationship to expected results.

3. Understand the functions of financial institutions in society.

4. Understand how economic concepts related to income and consumer competencies related to expenditures affect careers.

5. Understand how productivity affects the economic system.

IV. Career Skill Exploration

Goal: Individuals will acquire a knowledge of the skills necessary to function in selected job roles and career fields.

Subgoals:

1. Develop an understanding of the materials used and skills associated with business, commercial and industrial activity, production, and be exposed to equipment and materials associated with carrying out these skills.

2. Develop the educational and occupational understanding regarded as basic and important to moving on to the next stage of preparation for and/or entry into the career area of their interests.

3. Understand that an individual may be qualified to perform many different occupations and any one occupation may accommodate a variety of individuals.

4. Identify particular attitudes and abilities necessary to achieve success in various career clusters.

V. Decision Making and Planning

Goal: Individuals will learn the steps in decision making and how to effectively plan for career development in an informed and responsible way.

Subgoals:

1. Understand that the decision-making process includes responsible action in identifying possible alternatives,

selecting the alternative most consistent with one's values and goals, and in taking the steps necessary to implement the chosen course of action.

2. Become proficient in the process of identifying, gathering, and using resource information as part of the process of making decisions (related to career choice).

VI. Specific Skill Development and Application

Goal: Individuals will develop skills, knowledge, competencies and attitudes necessary for career entry or for next steps such as technical schools, universities, or family life.

VII. Placement, Stability, Advancement

Goal: Individuals will be able to demonstrate the competencies necessary to acquire employment, or move to the next level of training, be successful on the job or in further training, and continue to advance in the career of their choice.

Subgoals:

1. Understand placement processes including the use of facilitating agencies and be successfully placed in the next step of career development.

2. Develop the basic work habits and attitudes regarded as necessary for entry into and performance in the occupation and career of their choice.

3. Possess attitudes which will how an individual to be flexible and capable of taking advantage of advancement or retraining opportunities as they arise.

Activities to Date

A number of major activities, projects, and programs have been undertaken in Utah during the past several years to implement career education in the schools. A chronological list of major mileposts in career education in Utah follows:

1.	Initiated Elementary World of Work Project	January 1970
2.	Career Development Programs for Dropouts ($225,000)	1970-present
3.	Participated in a Multi-State Project from BAVTE Dealing with "Next Step" Preparation	1972-74

4.	Initiated Elementary Career Education Teacher Preservice Project - Utah State University	May 1972
5.	State Board Adopted Career Education Position Paper	May 12, 1972
6.	Organized Career Education Task Force and Steering Committee	June 30, 1972
7.	State Board Adopted Revised Career Education Position Paper	March 9, 1973
8.	State Board Established Organizational Structure for Career Education	April 2, 1973
9.	Vocational Part D Project Awarded to Davis District	May 1973
10.	Vocational Part C Project Awarded to Alpine District	May 1973
11.	State Board Approved Expanded Position and Policy Statement entitled, Career Education . . . A New Emphasis for Utah Schools	August 1973
12.	Legislature Approved Money for Career Education	1974
13.	State Board Reaffirmed Career Education as a Priority	January 1974
14.	State Board Approved for Printing and Dissemination, Implementing Career Education in a Local Education Agency: A Guide and Implementing Career Education in a Local Education Agency: A Source Book	April 1974
15.	Career Education Unit Organized (Three Full-Time Professional Staff)	July 1974
16.	Utah Participation in Satellite Technology Demonstration Project (A Career Education Program via the Technology of Satellite Transmission - Funded through NIE)	1974-75
17.	In-Service Training in Career Education - Total State School Office Staff	November 1974
18.	State Division of Vocational Education Funded an Occupational Versatility Program which Resulted in Forty-Four Hands-On Experiences for Seventh Grade Industrial Arts Students (Female and Male)	1975
19.	Cooperated with Center for Vocational Education in Providing Field Test Sites for CPSS (Career Planning Support System)	1975-76
20.	Established Junior High School Career Education Curriculum Modification Programs (SEA and Eight LEA's)	March 1975

21.	Received Incremental Improvement Grant Award of $156,226	June 1975
22.	Funded an Experience Based Career Education (EBCE) Project in Salt Lake City School District	June 1975
23.	Modified Junior High Curriculum in Five Academic Areas (Art, Math, Science, Music, Guidance) to Infuse Career Education	June 1975
24.	Sponsored Two-Day Workshop for Eight District Administrators	October 1975
25.	Coordinated Career Development Testing of 2,100 Students	Oct-Nov 1975
26.	Cooperatively Sponsored a Statewide Experience Based Career Education Workshop	December 1975
27.	Sponsored Two-Day Statewide Career Education Dissemination Conference	February 1976
28.	Assisted in Dissemination of Information Relative to Vocational Education Part D Planning Grant Money for Experience Based Career Education (EBCE). Assisted the Two Successful Planning Grant Applicants in Developing Proposals to Be Sent to Washington; and Continued to Assist the Successful Applicant in Implementing EBCE in Two Districts	March 1976 to Present
29.	Conducted Two Regional Mini-Conferences for Rural Districts in Central and Southern Utah	April 1976
30.	Coordinated Career Development Testing of 2,100 Students (Post-Testing)	April-May 1976
31.	Worked with Three Districts in Acquiring Title IV Resources to (1) Develop a "Change" Model to Get All High School Teachers Involved in Career Education; (2) Refine a Counselor Model to Assist Junior High Students (with Their Parents Assistance) in Making Career Plans; and (3) Develop Hands-On Exploratory Experiences for Junior High Students in Academic Areas	April-May 1976
32.	Coordinated with Local District to Develop Hands-On Activities in Junior High Science Which Resulted in Eight Experiences	May 1976
33.	Modified Junior High Curriculum in Areas of Foreign Language, Health, Physical Education, Social Studies, and Language Arts	June 1976

34.	State Division of Vocational Education Funded a Modular Approach Patterned after Industrial Arts to Homemaking Which Resulted in the Development of Twenty-Seven Hands-On Experiences for Junior High Students (Male and Female)	June 1976
35.	Coordinated with Community Education and Adult Education in a Competency-Based Program for Adults in Fostering Their Own Career Development as well as Their Children's	July 1976
36.	Created a State Advisory Council for Career Education	November 1976
37.	Designed Assessment Study for Career Education	FY 1977
38.	Coordinated Agency Efforts in Developing Guidelines for Equipping Career Resource Centers	March 1977

B. NEED FOR CAREER EDUCATION

During the development of needs assessment design, a list of concerns emerged in the areas of curriculum, training, community, planning and evaluation, and guidance and counseling. (See Attachment A.)

The decision was made to divide these concerns into the following two classifications: (1) Those concerns to be verified through data collected via statewide sampling conducted during the second cycle of the project; and (2) those concerns to be verified through a search of existing sources of information which would be completed during the first cycle. (See Attachment B.)

The verification of some concerns from existing sources was accomplished by reviewing previous state and national needs assessment efforts which yielded a fair amount of data pertinent to the statewide career education needs assessment effort in Utah. Source documents such as the Utah Statewide Educational Assessment, A Needs Assessment Study of Vocational Education in Utah Public High Schools and Post Secondary Vocational Schools, Career Education in the Public Schools 1974-75: A National Survey, and ACT Nationwide Study of Student Career Development: Summary of Results were utilized to verify a number of concerns identified by the CE-CaP (Career Education Conceptulizers and Planners) Committee. Additional data will not be collected in areas where sufficient current information is available to make conclusive judgments about the validity of a stated concern.

Concerns which were verified through analysis of existing source documents (see Attachment C) were then presented to the CE-CaP Committee for analysis as to which ones were prioritized as most crucial. (The remaining ones will be acted upon during the next cycle.) Results of this prioritization of concerns follow.

Curriculum

Priority #1. Some programs being offered do not reflect the realities of present and future job market demands.

Priority #2. Some specialized career preparation programs are not readily available to all senior high students.

Priority #3. Resource materials for use with parents are not presently available.

Priority #4. In much of the present curricula, teaching methods, diagnosis and evaluation, females and ethnic minorities are discriminated against via sex stereotyping and race bias.

Training

Priority #1. Educators generally do not understand how to infuse career education into the ongoing program. This needs to be a part of the preservice/in-service training of educators.

Priority #2. Parents lack the skills to assist their children in career development at home and in relationship to the school's career education program.

Community

Priority #1. There is a need for people in the business/labor/industry/professional/government community to better understand student needs for career awareness, exploration, work experiences and employment; to become involved in the career awareness, exploration, work experiences and employment; and to become involved in the career education process.

Priority #2. Occupational preparation programs that utilize community training locations are not readily available to all students who could benefit from such experiences.

Priority #3. Opportunities for employment are not being provided for school leavers and graduates.

Planning and Evaluation

Priority #1. Career education programs have not been evaluated adequately.

Guidance and Counseling

Priority #1. School guidance programs often fail to inform students about educational and vocational opportunities and options.

Priority #2. Some counselors lack competencies to assist students in determining interests and abilities.

Other

Priority #1. Numerous constraints such as child labor laws, OSHA regulations, union policies, insurance restrictions and impact on productivity, preclude the full implementation of career education programs.

C. OBJECTIVES

...e prioritization occurred, the next task was to identify objectives which could facilitate the alleviation of identified concerns. The following short-range and long-range objectives were identified to achieve concern (goal) satisfaction.

Curriculum

Priority #1. Some programs being offered do not reflect the realities of present and future job market demands.

Short-range objectives include:

A program review committee, consisting of educators and representatives from the world of work, will be established to review current educational programs and make recommendation for changes that reflect the trends of employment at national and local levels.

Opportunities should be provided to have industrial and business personnel visit school classrooms to present employment trends, skills and needs.

A specialized instructor in an area of numerous employment opportunities would travel from school to school to provide specialized training.

Every teacher in the state of Utah will be introduced to a minimum one-hour information session on career educaiton.

Every school will add at least five new career education publications for the use of all teachers.

The State Board of Education will prepare a list of recommended publications from which each school could build career resources.

A communication network will be set up so that job service representative can be brought into the schools on a regular basis.

Every district will create a resource file that would list people and available resources for classroom use and would list sites for individual or large group experiences.

A committee chaired by the SEA will be established to gather from industry and other sources the latest materials relating to job trends and availability.

Long-range objectives include:

A program review committee should be established to recommend periodically courses, as necessitated by trends in job availability, that should be added to Utah high schools.

A program review committee should be established to recommend periodically courses that should be deleted or updated as indicated by job market demands.

High schools will introduce courses in areas of increasing jobs.

Every preservice teacher education institution should teach about career education and its role in the classroom.

Superintendents of local districts should communicate regularly with leaders of local industry to determine teaching strategies that must be changed to meet emerging occupational needs (i.e. developing work attitudes, understanding time card and pay scale, making change, etc.).

All teachers will infuse at least five learning activities that require students to analyze jobs and employment trends.

Teachers will be given opportunities to visit industries or businesses within their field of specialization.

District and school administrators set up a communication vehicle with local industry which allows sharing of school programs with industry and vice versa.

The state will identify and provide resources and information about current and future trends in employment that relate to local and national trends.

Priority #2. Some specialized career preparation programs are not readily available to all senior high students.

Short-range objectives include:

Each of the forty districts will identify representatives to learn about prototype EBCE programs.

Districts will identify in the local community a greater number of work study programs in each cluster.

District personnel will identify at least one type of program in each cluster which the school could operate.

Long-range objectives include:

A practical work experience unit will be developed which all students must take.

Five cluster approaches will be implemented which offer specialized training procedures.

Districts will develop interschool or interdistrict teacher-rotating programs for specialized courses.

Every high school teacher would include a mini-course or individualized program on skills preparation for an occupation in appropriate discipline.

Priority #3. Resource materials for use with parents are not presently available.

Short-range objectives include:

At least eleven resources presently available will be identified which illustrate ways in which parents can help student identify career education goals and objectives.

A programmed learning packet for parents will be developed.

Teachers will communicate with parents through PTA, back-to-school, parent conferences, etc.

State and local education agencies will prepare a public television (media) public relations thrust to convert parents to work with career education.

Teachers will construct a newsletter at the building level to concentrate on career education for parents.

Community schools will offer a course entitled, "How I Can Help My Child Choose a Career."

A career education sound-slide presentation will be prepared to show civic organizations the role of adults in career development.

Priority #4. In much of the present curricula, teaching methods, diagnosis and evaluation, ferales and ethnic minorities are discriminated against via sex stereotyping and race bias.

Short-range objectives include:

Teachers will present a lesson on job bias.

Teachers will develop or obtain materials which show women or minorities in position in occupations not typically designated for that "role."

Each district will conduct training programs focusing on removal of sex stereotyping and ethnic emphasis for counselors and teachers.

A sample evaluation could be developed and disseminated which shows ways of testing for sex and ethnic stereotyping and ways to eliminate the same.

Each district will meet with church and civic organizations in an effort to have them assist education in removing sex and ethnic references.

A program review committee, consisting of educators and representatives from the world of work, will be established to review current educational programs and make recommendations for changes where sex or race stereotyping occurs.

Training

Priority #1. Educators generally do not understand how to infuse career education into the ongoing program.

Short-range objectives include:

Training materials and techniques will be developed for use in preservice and in-service instruction for infusing career education into ongoing curriculum.

Long-range objectives include:

Each district will make infusion of career education techniques a part of a preservice counselor, teacher and administrator educator programs.

All educators have in-service opportunity to learn and practice techniques for infusing career education in current curriculum.

Priority #2. Parents lack the skills to assist their children in career development at home and in relationship to the school's career education program.

Short-range objectives include:

Each district will develop parents' skills relative to assisting their children in career development and career education in the following areas:

a. Using methods for broadening experiences relative to career awareness.

b. Instilling work ethics such as responsibility, dependability, etc.

c. Gaining ability in the use of career education materials.

d. Encouraging job exploration experiences.

e. Using techniques for building self-esteem.

f. Aiding problem-solving, decision-making and value clarification.

g. Supporting and understanding test interpretations of interest, achievement and aptitude tests.

Each district will develop materials designed specifically for parents to aid them in the above skill areas.

State will be surveyed for programs and materials presently in use with parents regarding their children's career development.

Long-range objectives include:

Using above materials, pamphlets, etc., district personnel will be trained to train parents at elementary, middle school/junior high, and high school levels. Workshops should be specifically designed to facilitate skill development in parents as related to career development and career education.

Community

Priority #1. There is a need for people in the business/labor/industry/professional/government community to better understand student needs for career awareness, exploration, work experiences and employment; to become involved in the career awareness, exploration, work experiences and employment; and to become involved in the career education process.

Short-range objectives include:

Each school district should establish a system of communication between school personnel and community personnel to initiate a collaborative relationship in facilitating a team effort in career experiences.

Priority #2. Occupational preparation programs that utilize community training locations are not readily available to all students who could benefit from such experiences.

Short-range objectives include:

Each school district will tabulate potential career educational experiences and opportunities (work and service experiences) within its jurisdiction.

Each school district will require that students in occupational preparation programs be allowed to have work experiences or service experiences in community-based training locations.

Long-range objectives include:

Districts and/or combinations of districts will cooperatively establish a network of potential training locations and resources in communities separate from those within immediate jurisdiction and will allow students with particular needs to acquire experiences at these out-of-area sites.

The identified potential career experiences and host business, agency, etc., should be organized into service territories and all contacts coordinated through a centralized office.

Priority #3. Opportunities for employment are not being provided for school leavers and graduates.

Short-range objectives include:

Instructors of occupational preparation programs will increase in their capability to assist interested students in gaining employment upon their termination from secondary schools.

Planning and Evaluation

Priority #1. Career education programs have not been evaluated adequately.

Short-range objectives include:

A set of guidelines will be developed for school district use in strengthening the evaluation of their career education program.*

Long-range objectives include:

The state education agency will strengthen the assessment of career development in the statewide assessment program.

The state education agency will initiate a longitudinal study of two major career education programs within the state.

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*Because of the urgency of this need a preliminary draft of evaluation guidelines are included as a part of this section of the state plan.

Overall Guidelines.

1. Each project should either develop or adopt an evaluation model with specified steps or components analogous to:

   a. Needs Assessment
   b. Program Planning
   c. Implementation Evaluation
   d. Progress Evaluation
   e. Outcome Evaluation.

2. Personnel with specific evaluation skills (either present staff or contract personnel) would be designated for the evaluation functions. In some cases training for existing staff may help in this area.

3. Evaluation should be a line item in the project budget--approximately 10% would be a sound minimum guideline.

4. Projects should be based on a set of district goals for career education.

Needs Assessment.

1. Districts should adopt a set of general goals and objectives for their career education projects. These might be all or part of the State Career Education Goals or a district modification of the State goals.

2. The general goals and objectives determined above should serve as the basis for needs assessment.

3. Appropriate respondent groups for needs assessment studies might include.

   a. The public (parents)
   b. Teachers, administrators and counselors
   c. Students
   d. Business, labor, industry, and professional groups

4. Both opinion and harder data should be obtained in establishing validated needs.

5. The products of the needs assessment should ultimately be a set of specific student outcome objectives.

6. A brief report of needs assessment activities and results should be written and distributed to appropriate audiences.

Program Planning. (Evaluation in Support of Program Planning)

1. Student outcome objectives identified in the needs assessment should be the basis for further planning activities.

2. Alternative strategies for obtaining student objectives should be identified and then potential benefits weighed using a set of specific criteria such as project cost-effectiveness and impact on students. Checklists should be designed or adopted to facilitate this.

3. Program objectives should be formulated based on the adoption of a specific strategy.

4. Timelines should be produced which identify major events and critical activities in the project including evaluation activities.

Implementation Evaluation.

Checklists or other measurement devices should be identified or constructed to make sure key elements of the project are in place, including items such as:

a. Teaching strategies
b. Curricular materials
c. Other support materials

Progress Evaluation.

1. Measurement devices should be identified or constructed to gauge the extent to which student objectives are being achieved at various points in the project.

2. Other indicators of progress might also be obtained including student and teacher attitudes toward the project.

Outcome Evaluation.

1. Outcome or summative evaluation information should include end of project data on achievement of all student objectives of both a cognitive, affective and psychomotor nature.

2. Outcome evaluation should provide sound evidence that the project strategies and not other factors such as maturation, etc. were responsible for observed results. This might mean using some form of control or comparison groups or some other means of relating project processes to outcomes. It is recognized that causation cannot always be established.

3. This step in the evaluation model should also include a rather thorough documentation of the projects instructional and other strategies which were used to obtain the observed results.

4. Whenever possible, longitudinal or follow-up studies of career education outcomes should be pursued. Such studies could grow out of an on-going district program which would, from time-to-time, follow-up graduates for a vareity of purposes.

5. The information proposed by outcome evaluation should be useful in making decisions about the future of a project including decisions which might modify the project, disseminate beyond an initial site or drop it.

6. A final evaluation report should be produced which describes evaluation methods and results. Appropriate summaries of such information should be transmitted to decision makers and other interested audiences.

Guidance and Counseling

Priority #1. School guidance programs often fail to inform students about educational and vocational opportunities and options.

Long-range objectives include:

All guidance programs will insure that each junior and senior student will develop an employment or placement plan by the end of their respective school year by providing:

a. Group and individual interpretation of interest, achievement, value, and aptitude tests for each student.

b. A minimum of eight hours job exploration with paper and pencil and AV type materials.

c. A minimum of four hours instruction and practice in career decision making skills.

d. For juniors, a minimum of two days job shadowing for each student relative to two different jobs.

e. For seniors, a minimum of four weeks job experience for one job.

f. A job service liaison by counselors to keep up to date on the job market. (Counselors will also update constantly their knowledge of job predictive data such as those put out by the Occupational Outlook Handbook materials.

All guidance programs at the senior high school level will insure that each junior and senior student has at least two of the following experiences:

a. An individual or group contact with the local job service counselor who will explain the local and state employment situation to students.

b. An individual or group contact with the school counselor who will explain the procedure for entrance into post-secondary schools.

c. An individual or group contact with the armed service representative in the area who will explain the opportunities in and procedure for entry into the armed services.

Short-range objectives include:

The State Board of Education will develop a means of supplying schools with current information about job opportunities in Utah and a delivery system for getting the information to students.

a. The State Board of Education will explain on a regional basis the goals contained in the five-year plan.

b. Each senior high school will identify its needs (where it is lacking) relative to the state five-year plan.

c. Each senior high school will identify steps (by year) it will take to implement the five-year plan.

In-service training will take place to update counselor skills in order that they may carry out the long-range plan. As a result of in-service workshops, counselors will be able to:

a. Determine a process to ascertain student interests and abilities.

b. Develop an employability plan for all 9, 10, 11, and 12 grade students.

c. Implement first year of plan (use a and b).

Preservice university personnel will update preservice training to insure new counselors will have skills outlined above.

A task force made up of representation for Job Service, State Board of Education, Board of Regents, etc., will make a study of feasibility for cooperation to support job opportunity systems and support systems.

Priority #2. Some counselors lack competencies to assist students in determining interests and abilities.

Long-range objectives include:

All counselors working directly with students in preparing their career plan will have the competencies to administer and interpret a minimum of five interest, five achievement, and five aptitude tests; know the procedures for developing an employability plan for each student; work with students in groups to ascertain interests, achievement and aptitude

of students; teach subject matter either individually or in the classrooms dealing with the process necessary to make decisions concerning interests, achievement, and aptitudes; involve teacher to either assist or be responsible for the process to determine student interests, achievement and aptitude, and to promote career guidance as an integral part of the total career education process.

Other

Priority #1. Numerous constraints such as child labor laws, OSHA regulations, union policies, insurance restrictions and impact on productivity preclude the full implementation of career education programs.

Short-range objectives include:

A statewide committee will be established to identify specific legal barriers to full implementation of career education programs.

Long-range objectives include:

One-year goals will be continued as circumstances determine.

ATTACHMENT A

Needs Assessment Design

See Appendix F of the Final Report.

ATTACHMENT B

Concerns Verifiable Through Search of

Existing Sources of Information

A. Curriculum

1. Occupational programs are not readily available to all senior high students--urban and rural.

7. Programs are not being offered that reflect the realities of present and future job market demands.

8. Career education needs of gifted and talented students are not being met.

9. Female and ethnic minorities are discriminated against via sex stereotyping and race bias in present curricula, teaching methods, diagnosis and evaluation.

10. Materials for accomplishing career education goals and objectives may not be available in many instances:
    b. Resource materials for use with parents (i.e., pamphlets, filmstrips, brochures, etc.) are not presently available.

11. There is a need to broaden the awareness and exploration experiences of a wider variety of employment possibilities for EMR students.

13. There is a need for instructional career educational materials and programs to assist handicapped and EMR students to graduate or leave the educational system as employable individuals.

B. Training

1. There is a need for people in the business/labor/industry/professional/government community to better understand student needs for career awareness, exploration, work experiences and employment.

2. Community at large is neither being trained nor involved in the training of educators for implementing career education.

5. Parents lack the skills to assist their children in career development at home and in relationship to the school's career education program.

C. Community

1. Occupational programs are not readily available to all senior high students, particularly those that utilize community training locations (semester or more).

3. A collaborative relationship between education and the business/labor/industry/professional community has not been established for developing the concepts of career education.
    b. Work experience is not being utilized.
    d. Opportunities for employment are not being provided for school leavers and graduates.

D. Planning and Evaluation

3. Career education programs have not been evaluated adequately.

E. Guidance and Counseling

5. School guidance programs often fail to inform students about educational and vocational opportunities and options.

6. Counselors lack competencies to assist students in determining interests and abilities.

8. Little access to sources of career information is being provided to adult students.

F. Other

3. Numerous constraints such as child labor laws, OSHA regulations, union policies, insurance restrictions and impact on productivity, preclude the full implementation of career education programs.

ATTACHMENT C

Verification of Needs from Existing

Sources of Information

A. Curriculum

1. Occupational programs are not readily available to all senior high students--urban and rural.

"Career guidance assistance in rural areas was found to be lacking. Only 12 percent of rural schools reported having an in-depth guidance program." STATEWIDE VOCATIONAL EDUCATION NEEDS ASSESSMENT, State Board of Education, 1972.

"Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work." AN INTRODUCTION TO CAREER EDUCATION: A Policy Paper of the U. S. Office of Education, DHEW Publication No. (OE) 75-00504.

A. Curriculum

1. *Occupational programs are not readily available to all senior high students--urban and rural.*

"HIGH SCHOOL REQUIREMENTS VERSUS COURSE ELECTIVES

The Present Status

At the present time, students in the State of Utah are required to take eight and one-half units of credit for graduation. This leaves nine and one-half elective units during the high school years. Of course, elective possibilities include much more than vocational offerings. The typical student would like to explore interests in several areas. To compound the lack-of-time problem in following such interests, students often take more than just one class in each area of interest. An interest in music often includes chorus or band or orchestra for two or even three years. Interests in debate, athletics, math or science, seminary and others often lead to taking a series of classes in several of these areas of interest during the student's high school years. Add to this a number of singles such as drivers' education, personal type, and extra phsycial education and home economics (personal) or industrial arts (not a vocational class) and it can be more easily understood how most students actually have time for only one or two areas of special interest during their three years in high school.

This means that students really have very little time to take vocational courses, even if a greater variety were offered.

Another factor which influences student decisions with respect to course electives and especially vocational-technical electives is the percentage of academic offerings compared to the percentage of vocational offerings. Right now, approximately 63 percent of all class offerings in Utah high schools are academic. Only 16 percent are vocational.

Even among those students who have vocational interests, nearly 60 percent do not complete a vocational program. The main reason for noncompletion, according to the students, is a lack of time because of required classes.

Recommendations

Present graduation requirements in Utah make it impossible for many students to take an adequate number of vocational-technical classes. A change in the graduation requirements to allow for more elective time would allow students to undertake a more comprehensive and meaningful vocational training program."

A NEEDS ASSESSMENT STUDY OF VOCATIONAL EDUCATION IN UTAH PUBLIC HIGH SCHOOLS AND POST-SECONDARY VOCATIONAL SCHOOLS, A Summary of the Report, Utah State Board for Vocational-Technical Education, 1972, p. 5.

A. Curriculum

7. *Programs are not being offered that reflect the realities of present and future job demands.*

"In general there is a lack of communication between the academic community and business and industry. On the one hand 64% of the employers surveyed said that they had no input into the school system that would help the school plan or develop educational programs. At the same time, 62% of the teachers surveyed felt uncertain about the effectiveness of the school's communication with employers." STATEWIDE VOCATIONAL EDUCATION NEEDS ASSESSMENT, State Board of Education, 1972.

"The Occupational Outlook Handbook in Brief, 1976-77 Edition available from the U. S. Department of Labor summarizes the employment outlook to 1985 for some 275 occupations selected from the 1976-77 edition of the Occupational Outlook Handbook." ?Is it being used?

"A majority of all students are interested in a class which would help them make decisions (55.6% total)--though interestingly not one of the schools surveyed reported offering such a class to more than a few select students." A STUDY OF FACTORS INFLUENCING THE POST-SECONDARY EDUCATIONAL AND VOCATIONAL DECISIONS OF UTAH HIGH SCHOOL STUDENTS, Edward Lewis Soper, Utah State Board of Education, 1971.

"A crucial area of substance for career education in practice, an area in which students feel a strong need for help, is information about <u>what jobs are available</u>. A young person desires to use her or his abilities to do things interesting and worthwhile, and yet the chance to do this depends on what needs to be done in society or (not quite the same) what employment roles are available in which one's efforts can most productively be put to use. The most sensitive guidance procedure, the most careful career exploration, is meaningless unless it includes information on 'the job market' in the sense both of next year and of the year 2000." CAREER EDUCATION IN THE PUBLIC SCHOOLS 1974-75: A National Survey, Donald H. McLaughlin, HEW Publication No. (OE) 76-00507.

"It appeared in New Jersey, as it had in Ohio and in other States that fully satisfactory techniques still do not exist for taking data available from the Department of Labor and putting it into the form most useful for modifying school programs." pp. 43 & 44 College Entrance Examindation Board. BRIDGING THE GAP: A Study of Education-to-Work-Linkages. New York: 1975.

"American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, when worker qualifications are compared with job requirements, we find overeducated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to growing worker alienation in the total occupational society." AN INTRODUCTION TO CAREER EDUCATION: A Policy Paper of the U. S. Office of Education, DHEW Publication No. (OE) 75-00504.

A. Curriculum

7. *Programs are not being offered that reflect the realities of present and future job market demands.*

"The Advisory Council feels that Utah must better relate education output with employment opportunities. We would like to see more students make the decision to prepare for jobs where the jobs are. Also, we would like to see more money, and therefore more programs available, for vocational education in the colleges, area centers, skills centers and universities." p. 6 UTAH STATE ADVISORY COUNCIL FOR VOCATIONAL AND TECHNICAL EDUCATION: 1975 Annual Evaluation Report.

"For many years, teachers have been urged to make their subjects relevant to the 'real world.' More recently, and particularly in career education programs, attention has shifted to 'the world of work.' While the emphasis of these efforts is on instructional effectiveness and career awareness rather than career planning, certainly help with the latter is a reasonable concomitant to be expected. Item 2 in Table 6 shows that nearly 40% of the 11th graders and 8th graders do, indeed, say that class discussions of jobs related to the subjects they are studying provide some help or a lot of help with career planning. However, an equal number of students indicate that they had not experienced class discussions of this type, possibly indicating a large number of teachers yet to accept a career-relevance orientation." p. 10 NATIONWIDE STUDY OF STUDENT CAREER DEVELOPMENT: SUMMARY OF RESULTS by D. J. Prediger, J. D. Roth and R. J. Noeth, published by the Research and Development Division, The American College Testing Program, No. 61, November 1973.

"Table 10 shows that about 41% say they have never talked with a counselor or teacher about the relationship between the jobs they are considering and their goals, interests, and abilities (item 3). Nearly two-thirds have never attended a 'job fair' or a 'career day,' mainstays of career guidance for many years (item 8). More than two-thirds never took a course that surveyed the world of work or some portion of it (item 5). Encouraging, by contrast, are the 78% who participated at least once in class discussions of course-related jobs (item 4). However, the bredth of evidence indicates that a substantial number of 11th graders have had little involvement in career planning activities at a time when major decisions are becoming imminent." p. 16. NATIONWIDE STUDY OF STUDENT CAREER DEVELOPMENT: SUMMARY OF RESULTS, D. J. Prediger, J. D. Roth, R. J. Noeth, ACT Research Report, No. 61, November 1973, published by the Research and Development Division, The American College Testing Program.

A. Curriculum

7. *Programs are not being offered that reflect the realities of present and future job market demands.*

"THE VARIETY OF CLASS OFFERINGS IN VOCATIONAL EDUCATION

The Present Status

Over half of the high school students with vocational interest in the State of Utah feel that there are not enough vocational education classes offered in their high school.

On a percentage basis, dissatisfaction with the variety of offerings was expressed by over 50 percent of the students, 27 percent of the counselors, 20 percent of the teachers, and 10 percent of the administrators. With the exception of agriculture courses, the urban schools offer far greater variety than either rural or suburban schools.

Vocational-technical education in Utah is divided into six major categories: health, distributive education, trade and industry, business/office, agriculture, and home economics. But, less than two percent of Utah high schools offer a course of study in each of the six divisions. Fourteen percent of the high schools offer a course in five of the six divisions. On an average, Utah high schools offer courses in three to four of the six areas.

Another important aspect about variety is the degree to which the variety of course offerings correlate with labor needs or demand in the State. Presently, at a majority of Utah high schools, the greatest number of courses are offered in occupational areas where the least job demand exists. For instance, a labor surplus exists in business, home economics, and agriculture; and it is in these areas where most of the classes are offered.

A graph is displayed on the following page which illustrates the degree to which 1977 projected educational output correlates with labor demand in each of the six major divisions of vocational education.

Recommendations

The variety of class offerings in the vocational-technical area should be both expanded and modified--expanded to include more offerings in all six categories of vocational-technical education and modified to take into account current and projected job markets in the State of Utah."

A NEEDS ASSESSMENT STUDY OF VOCATIONAL EDUCATION IN UTAH PUBLIC HIGH SCHOOLS AND POST-SECONDARY VOCATIONAL SCHOOLS, A Summary of the Report, Utah State Board for Vocational-Technical Education, 1972. p. 8.

A. Curriculum

8. Career education needs of gifted and talented students are not being met.

"We have encouraged students to think beyond schooling and to consider what they plan to do with their schooling after they have first left the domain of formal education. For some intellectually gifted persons, this challenge has understandably met with little appeal. That is, such persons often find the atmosphere of academia quite congenial with their interests and preferred lifestyles.....

A second career decision-making problem faced by the intellectually gifted, in particular, is their multipotentiality. Such persons are apt to be interested in a wide variety of areas and to find that they excell in almost everything they try. When, as in typical career decision making exercises, we attempt to help persons narrow their consideration of possible occupations through discovering those in which they lack interest or aptitude--or both, we often find that very little narrowing occurs for many intellectually gifted persons.....

A third problem for the intellectually gifted is that encountered when the process of career decision making places heavy emphasis on the current nature of the world of paid employment.....such an emphasis may be questionable even at the senior high school level--especially for the gifted person who is also highly creative. That is, these are the very persons who, as adults, will contribute most to the continuing rapidity of occupations change. For many, it will not be so much a matter of 'discovering' occupations as it will a matter of 'inventing' new occupations that never before existed.....

A problem is found for persons possessing talents which, if they are to fully mature, must begin having concentrated attention at a very early age.....

A second, and related, problem exists for talented persons who make concentrated efforts to develop their talents during their youth--namely, the risk that their full development, as human beings, may be diminished in other important respects.....

A third problem especially important for career education lies in the definition of 'talent.' ...I do not find it personally comfortable to limit a view of what is 'talented' to occupations that typically are classified as being 'professional' in nature.....

A....problem, especially for highly talented students, is one of finding talented persons in the community with whom they could acquire work experience.....

One crucial problem is found when one considers the apparently prevailing cultural mores that hold intellectually gifted persons as destined for college attendance. It is almost as though society has 'sentenced' such persons to going to college, no matter what the interests or desires of the individual may be.....

A related problem has to do with the apparent societal mores that holds gifted and talented persons have a responsibility to develop their gifts and talents to the fullest possible extent.....the presence of such opportunities should be viewed as a right of the individual, not as a responsibility forced on the student by society.

...Many seem to be operating under an assumption that gifted and talented persons should use their gifts and talents in the world of paid employment.....

CAREER EDUCATION FOR GIFTED AND TALENTED PERSONS, by Kenneth B. Hoyt--remarks prepared for presentation to the Texas Education Agency Conference on Career Education for Gifted and Talented Persons, Austin, Texas, April 18, 1975.

"The Utah participation rate in the examination program (AP Program) is nearly twice as high as the second ranked state, and in absolute numbers, compares favorably with states having ten times Utah's population. This means that a very high percentage of Utah students have access to programs for the academically gifted and that substantial numbers of Utah high school students take advantage of these programs and the exam-based college credit they make possible." UTAH EDUCATIONAL QUALITY INDICATORS: The Third in the Report Series: "How Good Are Utah Public Schools?" Utah State Board of Education, 1974, p. 77.

A. Curriculum

8. Career education needs of gifted and talented students are not being met.

"Former President Johnson's Task Force on Talents discovered that a direct focus on talent development in classrooms was a very promising approach, yet practially no educational program visited had yet used this focus. Most educators only assumed or hoped that talents would be developed as a by-product of another approach.

In typical knowledge-focused classrooms the characteristics needed to excel in high-level career fields are not fostered. Consequently, a much wider spectrum of assessment procedures and of classroom activities is needed to measure and develop individuals who function effectively." (p. 1) .....

"Based on the (preceding) brief analysis of the expressed concern or perceived need, it is judged that serious discrepancy does exist between "what is" and "what ought to be" relative to the gifted and talented student. Thus, there is a verified need to identify, design programs, pass legislation, improve attitudes, prevent damage, assess, and generally improve the educational system to achieve individualized, humanized child-centered learning for each gifted and talented student as well as for all students." (p. 7)

TENTATIVE PLAN FOR EDUCATIONAL ADVANCEMENT OF THE GIFTED AND TALENTED STUDENT IN UTAH, JULY 1975, Accepted by the National/State Leadership Training Institute at Aspen, Colorado, July 18, 1975.

A. Curriculum

9. Females and ethnic minorities are discriminated against via sex stereotyping and race bias in present curricula, teaching methods, diagnosis and evaluation.

"The population for this study was all career guidance materials published since 1970 that were intended for high school student use. The student materials listed in the Vocational Guidance Quarterly "Current Career Literature" bibliographies and in the two bibliographies prepared by the VT-ERIC Clearninghouse (one of non-commercial materials and one of commercial materials locating during national searches conducted by Peat, Marwick, and Mitchell) were selected as two representative lists of materials available. Random samples, stratified on the basis of type of occupation depicted, were selected from the materials in each of these lists. More than 9,500 pages of text and 1,850 illustrations were analyzed in over 200 materials.

To a greater or lesser extent, almost all of the materials were found to be stereotyped. Approximately 75 percent of the illustrations of people of one sex were of men. This same percentage was found in the use of male proper names compared with female proper names. In both samples, the number of role models of men were significantly greater than the number of role models of women. In more detailed analyses, it was found that 33 percent of the men and 4 percent of the women were pictured outdoors. Men and women were illustrated and mentioned in significantly different proportions in the ten general census categories of occupations. Women were overrepresented to a greater extent than men in the professional occupations category, although men were also overrepresented in the professional category.

The pronoun "he" was used more frequently than either "you" or "she," with "she" being used the least frequently. Thirty-six percent of the materials mentioned something about the fact that women have different career patterns than men and 14 percent specified that women were paid differently than men. Thirty percent of the materials mentioned something about working mothers in the text."

CAREER GUIDANCE MATERIALS: IMPLICATIONS FOR WOMEN'S CAREER DEVELOPMENT, p. ix., The Center for Vocational Education, Research and Development Series No. 97, by Louise Vetter, David W. Stockburger, and Christine Brose, June 1974.

"Sex-Role Condition and Socialization. If it is true, as appears increasingly to be so, that on many of the major variables in human development (self-concept, moral development, career aspirations, peer evaluation) female development levels off in early adolescence, counselors need to be justly concerned. The image females get of themselves through our curriculum and child-rearing practices seems to have taken hold, the self-fulfilling prophesy comes true, and 78% of women end up in the smae role despite their individual differences." FOCUS ON GUIDANCE, December 1974, from "Counseling and Career (Self) Development of Women" by L. Sunny Hansen.

"That Way It Is:

*Women Now Account For Nearly 40 Percent of the Labor Force. Their Participation Rate Has Increased Steadily.

*Nine Out of Ten Girls Will Work Outside the Home at Some Point in Their Lives.

*Most Women Work Because of Economic Need - They Have to Work.

*Women Earn Less Than Men and the Earnings Gap Is Widening.

*Most Women Are Concentrated in Traditional, Low-Paying Work.

*Even Professional and Technical Wormen Are in Low-Paying, Stereotyped Jobs.

**Intellectually, girls start off ahead of boys. They begin speaking, reading, and counting sooner; in the early grades they are even better in math. However, during the high school years, a different pattern emerges and girls' performance on ability tests begins to decline. Indeed, male students exhibit significantly more IQ gain from adolescence to adulthood than do their female counterparts.

**As boys and girls progress through school, their opinions of boys become higher and correspondingly their opinions of girls become lower.

**Grade school boys have positive feelings about being male; they are more confident and assertive. In contrast, girls are not particularly enthusiastic about having been born female. They are less confident about their accomplishments, their popularity and their general adequacy.

**By the time they reach the upper elementary grades, girls' visions of future occupations are essentially limited to four: teacher, nurse, secretary or mother. Boys of the same age do not view their future occupational potential as so limited.

**A more recent study indicates that although more elementary school girls are beginning to consider a vareity of careers, they are unable to describe in any specificity what having a career would be like. Boys, in contrast, are able to describe in detail the activities which might comprise their chosen career.

**Although women make better high school grades than do men, they are less likely to believe that they have the ability to do college work.

**Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates disapproved of a woman's using her intelligence.

**Studies indicate that fifth grade girls are apt to fantasize about career goals; by the time they are high school seniors, they are more apt to fantasize about marriage.

**Of the brightest high school graduates who do not go on to college, 75-90% are women.

**The majority of male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity.

**College women respond negatively to women who have achieved high academic or vocational success, and at times display an actual motive to avoid success."

WOMEN IN THE WORLD OF WORK (no additional reference was indicated on the paper).

"The growing need for and presence of women in the work force has not been reflected adequately in either the educational or the career options typically pictured for girls enrolled in our educational system...
"American education, as currently structured, does not adequately meet the needs of minority or economically disadvantaged persons in our society."
AN INTRODUCTION TO CAREER EDUCATION: A Policy Paper of the U. S. Office of Education, DHEW Publication No. (OE) 75-00504.

A. Curriculum

9. *Females and ethnic minorities are discriminated against via sex stereotyping and race bias in present curricula, teaching methods, diagnosis and evaluation.*

"Preidger, Roth and Noeth (1973) found that 41 percent of the eighth graders (45 percent of the boys, 37 percent of the girls) believed that few women work outside the home after marriage. Thirty percent of the eleventh graders also agreed with the statement, 36 percent of the men students, 23 percent of the women students. Additionally, Prediger, Roth, and Noeth found that occupational exploratory experiences which the students had participated in directly paralleled the occupational preferences cited earlier. They felt that a reasonable explanatory hypothesis for this situation is that exploratory occupational experiences influence occupational preferences and that sex role stereotypes have a significant influence on both.

"Responses from 126 New Jersey secondary school counselors, 67 male, 59 female, to factual questions on the occupational status of women (Bingham and House, 1973) indicated that a great deal of misinformation is believed by counselors, males much more than females. The authors point out that the ready availability of relevant information about the occupational status of women suggests that the problem is attitudinal, rather than informational." (p. 20) .....

"Representations of men and women in school textbooks and career materials are another area of concern. Several studies have documented the "invisibility" of women in social studies textbooks and the lack of inclusion of the works of women authors in the study of literature (See Gersoni-Stavn, 1974). Studies of career materials by Birk, Cooper, and Tanney (1973) and Vetter, Stockburger and Brose (1974) have provided evidence of the lack of representation of women in the occupational sphere and the limited options which appear to be provided to women students by such materials." CAREER DEVELOPMENT OF WOMEN: PROCEEDINGS OF 10th ANNIVERSARY PROGRAM, The Center for Vocational Education, Ohio State University, Columbus, Ohio, 1975, p. 21.

"A study by Tittle demonstrated that several well-known and well-used educational achievement tests contained evidence of sex-role stereotypes and content bias." Title, Carol Kehr. "Women and Educational Testing." PHI DELTA KAPPAN, October, 1973, pp. 118-119.

"Special career education efforts aimed at broadening the career opportunities of ethnic minorities were most frequent in the regular classes of districts with formal career education policies (about 35%); however, these districts were not more frequently taking steps to remove race bias from career education curriculum materials than other districts (about 30#). There still remains a great deal to be done to achieve racial and ethnic equality in career opportunities through career education." CAREER EDUCATION IN THE PUBLIC SCHOOLS 1974-75: A NATIONAL SURVEY, by Donald H. McLaughlin, DHEW Publication No. (OE) 76-00507, p. 93.

"Evaluation results for commercial materials showed that race and sex stereotyping had continued to permeate the great majority of materials, that only one-quarter of the material contained clear and specific objectives,

and that 91% of the material gave no specific recognition of special used needs. Noncommercial material fared somewhat better in evaluation. Seventy percent of these materials were found to be free of race bias and 50% free of sex bias, noncommercial instructional materials contained clear and specific objectives 68% of the time, but none of the noncommercial materials evaluated provided activieis suited to students with special needs. Students with special needs thus remain neglected by both commercial and noncommercial career education material developers." CAREER EDUCATION IN THE PUBLIC SCHOOLS 1974-75: A NATIONAL SURVEY, by Donal- H. McLaughlin, DHEW Publication No. (OE) 76-00507.

A. Curriculum

9. *Females and ethnic minorities are discriminated against via sex stereotyping and race bias in present curricula, teaching methods, diagnosis and evaluation.*

"The report also indicated that the counseling needs of specific disadvantaged groups such as minorities and dropouts are not being met." STATEWIDE VOCATIONAL EDUCATION NEEDS ASSESSMENT, State Board of Education, 1972.

Fifth most important concern as expressed by the citizens at ISLE--Improving State Leadership in Education--Conferences was: Improve counseling of all students including counseling for minority students. REPORT-ADVISORY COMMITTEE ON PROBLEMS IN EDUCATION (ISLE).

"Recommendations 7, 8 and 9 speak to the need for improving the quality of career guidance to minority and to low-income persons and to the need for a greatly strengthened emphasis on counseling in non-school settings." THE NACVE 6th REPORT: AN INTERPRETATION OF ITS MEANING, 1975, by Kenneth B. Hoyt, Director, Office of Career Education.

"An individualized curriculum in special programs should meet the unique needs of such target populations as vocational education students, dropouts, minorities, rural youth, young women, and each individual in all categories now not receiving appropriate attention. A PROPOSED MODEL OF VOCATIONAL AND CAREER GUIDANCE TO BE IMPLEMENTED IN THE SCHOOLS OF UTAH, Utah State Board of Education, 1973.

"...due to failures on the part of educators and counselors, as well as the popular media, women are not cognizant of the opportunities that are open to them. Studies have shown that many counselors perceive career participation as inappropriate for women and thus do not encourage nor, at times, even realistically discuss potential career options for women."

"Sex role stereotyping is reinforced in ...Education...by teachers, in textbooks, in separate classes and single-sex subjects and even psychological services reinforce sex role stereotypes. Psychological health, for women, is defined in terms of her adjustment to the feminine sex role. In one study, 79 clinicians (psychologists, psychiatrists, and social workers) were asked to respond to adjectives for 'healthy, mature, and socially competent' male and female adults. The healthy male was perceived in terms of being agressive, independent, competitive, not emotional. The healthy female, on the other hand, was defined in terms of being talkative, gentle, quiet, and needing security. It is a fact that women comprise the largest group of candidates for psychiatric treatment and hospitaliziation in America, and their symptomatology reflects sexual stereotypes, i.e., they are more often found to be depressed, self-destructive, and self-critical. One researcher has suggested that from the earliest practice of psychotherapy, and continuing to the present time, the prevailing standard for mental health has been masculine." CAREER DEVELOPMENT OF WOMEN: PROCEEDINGS OF 10th ANNIVERSARY PROGRAM, The Center for Vocational Education, Ohio State University, Columbus, Ohio, 1975, p. 9.

"Home economics programs, which have primarily enrolled girls, have tended to reinforce the homemaker role for girls and women. In FY 1972, the latest year for which the USOE has figures which report enrollments by sex, there were approximately 3 million girls enrolled in consumer and homemaking programs, and only 248,000 boys."

"The major vocational education enrollments of girls and women (apart from home economics) have been in the traditional occupational areas that are low-paying and sex-typed as 'women's work.' In 1972, girls accounted for approximately 55 percent of all vocational education enrollments. Girls were 92 percent of the home economics enrollments; 85 percent of the enrollments in health occupations; and 76 percent of the enrollments in office occupations. By contrast, in trade and industrial education a vocational field with many options, enrollments were 12 percent female; technical education had an enrollment that is 10 percent female." CAREER DEVELOPMENT OF WOMEN: PROCEEDINGS OF 10th ANNIVERSARY PROGRAM, The Center for Vocational Education, Ohio State University, Columbus, Ohio, 1975, p. 10.

A. Curriculum

9. ***Females and ethnic minorities are discriminated against via sex stereotyping and race bias in present curricula, teaching methods, diagnosis and evaluation.***

"In general, these results (Percentage of Selected Utah High School Juniors Passing Specific Aptitude Norms Based on GATB Scores 1972-73) suggest that Utah students of both sexes in the 1973 GATB sample are well-equipped, in terms of total aptitude, for a wide variety of career pursuits. These findings also suggest that the domination of many occupations by men or women has little basis in aptitude suitability." UTAH EDUCATIONAL QUALITY INDICATORS: The Third in the Report Series: "How Good Are Utah Public Schools?" Utah State Board of Education, 1974, p. 65.

"A quick survey of Figures 2-7 reveals that the sex group differences occur primarily in the social, health, and personal services cluster, the business operations cluster, and the technologies and trades cluster. Females, as expected, score higher on the first two clusters. Thus, these sex group differences directly parallel the differences in occupational preferences summarized in Table 7. A reasonable hypothesis is that exploratory occupational experiences influence occupational preferences and that sex role stereotypes have a significant influence on both." p. 19. NATIONWIDE STUDY OF STUDENT CAREER DEVELOPMENT: SUMMARY OF RESULTS, by D. J. Prediger, J. D. Roth, and R. J. Noeth, ACT Research Report No. 61, November 1973, published by the Research and Development Division, The American College Testing Program.

A. Curriculum

9. *Females and ethnic minorities are discriminated against via sex stereotyping and race bias in present curricula, teaching methods, diagnosis and evaluation.*

"An interim course of action to be followed while answers to long-range questions are sought through carefully designed research studies is recommended: interest inventories should be used in the context of broad career exploration, to stimulate the student to broaden the exploration process through new job or job-related experiences, and to suggest to students occupations that would extend the options of both sexes throughout the full range of occupational areas. In a period of change when predictive validity based on the past may actually be counterproductive, the suggested interim use of interest inventories is viewed as less potentially destructive than letting past socialization dominate a woman's career exploration and decision making, confining her consideration of careers to the limited range acceptable in the past. In the meantime, the authors caution, research directed toward a better understanding of the relation between interests and types of job satisfaction must continue." p. xv, ISSUES OF SEX BIAS AND SEX FAIRNESS IN CAREER INTEREST MEASUREMENT, Esther E. Diamond, Editor, Department of Health, Education, and Welfare, National Institute of Education, Career Education Program, Spring 1975.

"Progress in reducing sex bias in interest inventories can already be seen: Recent changes in the Strong Vocational Interest Blank (now the Strong-Campbell Interest Inventory) and the Kuder Occupational Interest Survey bring them into greater conformity with the NIE guidelines. Work is under way on a learning kit for counselors, to aid them in delivering sex-fair counseling services--including sex-fair use of interest inventories. A Government-funded Sex Equality in Guidand Opportunities Project has been established by the American Personnel and Guidance Association." pp. xxi, xxii, ISSUES OF SEX BIAS AND SEX FAIRNESS IN CAREER INTEREST MEASUREMENT, Esther E. Diamond, Editor, Department of Health, Education, and Welfare, National Institute of Education, Career Education Program, Spring 1975.

A. Curriculum

10. Materials for accomplishing career education goals and objectives may not be available in many instances:

b. Resource materials for use with parents (i.e. pamphlets, filmstrips, brochures, etc.) are not presently available.

"Another significant finding from the data is that student goals in the area of educational and occupational achievement are most influenced by parental expectations." SUMMARY EVALUATION REPORT OF CAREER EDUCATION IN SOUTHERN ARIZONA, Arizona State Department of Education, prepared by Behavioral Research Associates, 1973-74.

"When responses to this question (concerning parent's preference for the child's future job) are checked back against the same parent's preference for the student's post-secondary education, we find that only 28 percent of the answers correspond. In other words, 72 percent of parents select a job for which the type of school they prefer does not effectively prepare a student." A STUDY OF FACTORS INFLUENCING THE POST-SECONDARY EDUCATIONAL AND VOCATIONAL DECISIONS OF UTAH HIGH SCHOOL STUDENTS, Edward Lewis Soper, Spring 1971.

"Parents and students are not, in general, very receptive to information which is impersonal, which does not seem to relate directly to the child's needs, and which comes from the news media. Students in interviews report that if such information is presented on the radio or television, it will get through to them best if it (a) uses novel techniques and is 'interesting,' (b) utilizes 'voice appeal' on the radio, or 'personality appeal' on television, and (c) uses 'catchy' music--young people apparently do not hear <u>anything</u> which does not include music or special sound effects." A STUDY OF FACTORS INFLUENCING THE POST-SECONDARY EDUCATIONAL AND VOCATIONAL DECISIONS OF UTAH HIGH SCHOOL STUDENTS, Edward Lewis Soper, Spring 1971.

A. Curriculum

11. There is a need to broaden the awareness and exploration experiences of a wider variety of employment possibilities for handicapped and EMR students.

See also needs on A13.

"Over half of the disadvantaged students surveyed indicated a desire for more counselor and teacher assistance in obtaining part-time jobs and providing them with information about future careers and vocational courses. Because disadvantaged students have unique needs, traditional career and guidance techniques were found to be inefficient. Little attention is being paid to the social-personality needs of these students." STATEWIDE VOCATIONAL EDUCATION NEEDS ASSESSMENT, State Board of Education, 1972.

"While normal, gifted, and handicapped students were candidates for career education in most projects, most projects have not made special provisions for gifted and handicapped populations." Taxonomy and Profiles of Career Education, 1974, as reported on page 21 of CAREER EDUCATION IN THE PUBLIC SCHOOLS, 1974-75: A NATIONAL SURVEY, DHEW Publication No. (OE) 76-00507.

"Following are predictions regarding the approximately 2.5 million handicapped you who will leave our school systems in the next four years:

525,000 - 21% - will be either fully employed or enrolled in college.
1,000,000 - 40% - will be underemployed and at the poverty level.
200,000 - 8% - will be in their home community and idle much of the time.
650,000 - 26% - will be unemployed and on welfare.
75,000 - 3% - will be totally dependent and institutionalized."

(Barone, C. Samuel - Paper presented to a Forum of National Organizations sponsored by the Vocational Education and Work Adjustment Association, the National Rehabilitation Association, and the President's Committee for the Employment of the Handicapped. October 25, 1973.

A. Curriculum

13. There is a need for instructional career educational materials and programs to assist handicapped and EMR students to graduate or leave the educational system as employable individuals.

See A11 for needs validation.

"Although not usually considered part of the regular pupil personnel program, rehabilitation services are provided regularly and cooperatively to each school district of the Division of Rehabiliation Services within the organization of the State Board of Education. Rehabilitation counselors assist pupil personnel workers by responding directly to the vocational-rehabilitation needs of students who are handicapped by physical, emotional or mental conditions which interfere with their ability to obtain regular training or function in an occupational setting. District personnel need to be aware of these services and how to use them." STANDARDS AND GUIDELINES FOR PUPIL PERSONNEL SERVICE, Adopted by the Utah State Board of Education, March 15, 1974.

A. Curriculum

13. There is a need for instructional career educational materials and programs to assist handicapped and EMR students to graduate or leave the educational system as employable individuals.

"VOCATIONAL EDUCATION AND THE DISADVANTAGED STUDENT

The Present Status

At present there are nearly 7,000 disadvantaged students identified in Utah. During the school year 1971-72 slightly over 1,300 of these students were enrolled in some type of special vocational education program which had been designed specifically for disadvantaged students.

Disadvantaged students were found to have unique needs--different in three areas from the regular students. In order of seriousness these areas of deficiency are: social-personality skills, vocational skills and academic skills. This means that the disadvantaged students generally should receive a compensatory emphasis or thrust on learning experiences designed to improve social and personal skills; and subordinate emphasis on vocational skills and minor emphasis on academic skills.

It was found, however, that present emphasis in the typical program for disadvantaged was placed--as with traditional vocational students--on vocational skills and with little attention to social-personality needs.

In general, disadvantaged students have low levels of personal and career aspirations and handicap themselves with attitudes of low self-esteem. Typically they are reluctant to admit to a need for help. A considerable bloc of disadvantaged students said they had never talked to a counselor or expressed the feeling that counselors probably would not have time for helping an individual student.

A significant weakness in effectiveness of present vocational programs for the disadvantaged seems to be a problem largely created by lack of adequate definition for "disadvantaged" students. As a result of this it is estimated that funds expended in some districts may not be targeted first on those students most severely disadvantaged and most in need of special compensatory vocational programs.

Recommendations

At least two alternatives appear open to aid disadvantaged students with career and vocational training. Either a preparatory program to help the disadvantaged student become sufficiently proficient eo enter the traditional vocational training or a complementary program integrated with present vocational training should be initiated and/or expanded. In either case, career guidance and social-personal remediation and counseling should be included in the planning."

A NEEDS ASSESSMENT STUDY OF VOCATIONAL EDUCATION IN UTAH PUBLIC HIGH SCHOOLS AND POST-SECONDARY VOCATIONAL SCHOOLS, A Summary of the Report, Utah State Board for Vocational-Technical Education, 1972, p. 10.

B. Training

1. *There is a need for people in the business/labor/industry/professional/government community to better understand student needs for career awareness, exploration, work experiences and employment.*

"The survey revealed that in general there is a lack of communication between the academic community and business and industry. On the one hand, 64 percent of the employers surveyed said that they had no input into the school system that would help the school plan or develop educational programs. At the same time, 62 percent of the teachers surveyed felt uncertain about the effectiveness of the school's communication with employers." STATEWIDE VOCATIONAL EDUCATION NEEDS ASSESSMENT, Utah State Board of Education, 1972.

"In an assessment of Oregon's educational needs students and dropouts ranked the following need first of 27: 'Students need to explore a wide vareity of career opportunities and to learn about job opportunities from representatives of business and industry.' This same need was ranked fifth by Oregon's educators and fifteenth by the general public." Clemmer, R.B. Assessing Education Needs: First Step to Accountability. Oregon Education, May 1970.

B. Training

1. There is a need for people in the business/labor/industry/professional/government community to better understand student needs for career awareness, exploration, work experiences and employment.

"COMMUNICATION AND VOCATIONAL EDUCATION

The Present Status

There are two areas of need with respect to communication and vocational education in the State. The first is with business and industry. Questions concerning the effectiveness of vocational education programs are best answered by those who employ the product of vocational training. Communication should also be established with those students who have now left the academic environment and are applying the theory gained there.

In general, there is a lack of communication between the academic community and business and industry. According to school personnel and employers the communication gap extends in both directions.

On the one hand, 64 percent of the employers surveyed say that they have no input into the school system that would help the school plan or develop educational programs. And at the same time, 62 percent of the vocational teachers feel uncertain about the effectiveness of their communication with employers.

There is also a lack of follow-up information which would be provided by a continuous communication with former students who enter the job market.

Presently, school districts and other institutions maintain follow-up information on their own cognizance, by whatever procedure deemed appropriate by them. Although the information such as enrollment is turned into the State Office, management would benefit by a system with more unity and coordination and with a more sophisticated data base providing for cost-benefit analysis.

Recommendations

Communication among schools, employers, and former students needs to be improved. The vocational program could be benefited by a statewide program to use resource information provided to the schools from employers. This system would allow employers to assume a role in the determination of vocational curriculum offerings in the public schools. A more effective communication system to gather student opinion and cost-effectiveness both on the State level and by individual institutions should also be initiated or expanded."

A NEEDS ASSESSMENT STUDY OF VOCATIONAL EDUCATION IN UTAH PUBLIC HIGH SCHOOLS AND POST-SECONDARY VOCATIONAL SCHOOLS, A Summary of the Report, Utah State Board for Vocational-Technical Education, 1972, p. 15.

B. Training

1. *There is a need for people in the business/labor/industry/professional/government community to better understand student needs for career awareness, exploration, work experiences and employment.*

"Disturbing trends have been noted in the United States:

--850,000 young people drop out of high school each year without skills, without marketable resources, and with no intention or competence to enter college;

--850,000 young people drop out of college each year without a degree and with limited skills;

--11 percent of our young people between the ages of 18 and 25 are unemployed, some of these high school and college graduates;

--48 percent of all college graduates are working in areas unrelated to the fields in which they were trained and 44.5 percent of these said they were forced to take jobs outside their areas of interest;

--a larger percentage of the 85,000,000 workers in the United States today say they hate their jobs, and this feeling is reflected in the high rate of absenteeism recorded each day and in the alienation of workers on the job."

A TERRITORIAL PLAN FOR CAREER EDUCATION, 1974, Government of American Samoa.

B. Training

5. *Parents lack the skills to assist their children in career development at home and in relationship to the school's career education program.*

"Another significant finding from the data is that student goals in the area of educational and occupational achievement are most influenced by parental expectations." SUMMARY EVALUATION REPORT OF CAREER EDUCATION IN SOUTHERN ARIZONA, Arizona State Department of Education, prepared by Behavioral Research Associates, 1973-74.

"Parental and family influence is by far the greatest influence upon Utah high school students as regards students' decisions about post-secondary activities, and in addition, family influence is stronger in rural than in urban or suburban areas." A STUDY OF CATORS INFLUENCING THE POST-SECONDARY EDUCATIONAL AND VOCATIONAL DECISIONS OF UTAH HIGH SCHOOL STUDENTS, Edward Lewis Soper, Utah State Board of Education, 1971.

"The most important cluster of factors which influence parents' plans for their child relate to the child himself--his abilities and his desires. An average of 90 percent of all parents--far more than the next most important set of factors--say their greatest concern is for the child himself."....

"Parents are generally not happy about the school's efforts to communicate information to them. Note that although 38 percent of the parents do report that such information was considered, nearly half did not consider it at all, and another 5 percent were uncertain." .....

"Parents want information to be personalized--to apply to the needs they recognize in their child.

"Parents want the school to handle information regarding vocational and educational opportunities for their child. Students and parents alike want the school to offer a course or unit which will help the student make rational and wise decisions about his or her future." .....

"Both students and their parents are waiting for the school to show more concern in inolving them in making decisions about the student's life. Though students and parents may or may not be concerned about being involved in making school decisions, they want to see the school involved in helping children make career decisions."

A STUDY OF FACTORS INFLUENCING THE POST-SECONDARY EDUCATIONAL AND VOCATIONAL DECISIONS OF UTAH HIGH SCHOOL STUDENTS, Edward Lewis Soper, Utah State Board of Education, 1971.

"The home environment is the most central factor in the development of basic values, attitudes, and basic skills which are the foundations of career success. All of the school's influence and that of society outside the home will never satisfactorily offset a bad home start. Parents are also the key educational decision makers whose support or lack of support will determine career education's future. All children will have a career whether they are bright or dull, improverished or richly endowed. The discovery of the career occurs in a developmental process of lifelong

duration, but the habits of discovery are formed in the childhood years. It is important that there be an alliance of elementary school teachers and parents at that crticial time." A TEACHER'S HANDBOOK ON CAREER DEVELOPMENT FOR CHILDREN WITH SPECIAL NEEDS: Grades K-6, State Board of Education, Springfield, Illinois, Office of Education, 1976.

C. COMMUNITY

3. A collaborative relationship between education and the business/labor/industry/professional/government community has not been established for developing the concepts of career education.
b. Work experience is not being utilized.

"One of six student needs crying to be met is 'recognize and capitalize on the increasingly close relationships between education and work that exist now and will exist in the future.'" CAREER GUIDANCE, CAREER EDUCATION, AND VOCATIONAL EDUCATION, 1974, Kenneth B. Hoyt, Director, U. S. Office of Career Education.

"The activities that were relatively lagging in implementing, among those most highly correlated with overall career education implementation, were: at the middle and secondary levels, the teaching of decision-making skills to improve career planning, and at the secondary level, the teaching of how to use work experiences to evaluate occupations and the teaching of basic skills through the use of work-related methods and resources. The lagging activities were those that required the relatively greatest change in approach. Development of aids for these types of activity might be useful for the local school districts." CAREER EDUCATION IN THE PUBLIC SCHOOLS 1974-75: A NATIONAL SURVEY, by Donald H. McLaughlin, DHEW Publication No. (OE) 76-00507.

"Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both youth and adults in our society." AN INTRODUCTION TO CAREER EDUCATION: A Policy Paper of the U. S. Office of Education, DHEW Publication No. (OE) 75-00504.

"As shown in Table 10, over 90% of the 11th graders indicate that they have discussed their occupational choices with a parent, relative, or guardian (item 1). However, 41% say they have never talked with workers in the jobs (item 2)--a frequently recommended career guidance tactic." p. 16 NATIONWIDE STUDY OF STUDENT CAREER DEVELOPMENT: SUMMARY OF RESULTS, D. J. Prediger, J. D. Roth, R. J. Noeth, ACT Research Report No. 61, November 1973, published by the Research and Development Division, The American College Testing Program.

C. Community

3. A collaborative relationship between education and the business/labor/industry/professional/government community has not been established for developing the concepts of career education.

d. Opportunities for employment are not being provided for school leavers and graduates.

"Job placement and follow-up services are not now being routinely provided as an imporant part of counseling and guidance programs." REPORT--NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, 1972.

"Suitable job placement must be an integral part of the career education program for students planning to enter the labor force upon leaving school. Secondary schools should establish an employment office staffed by career counselors and clerical assistants. The office should work in close cooperation with the State employment services. Agencies certifying counselors for secondary schools should require such counselors to show experience in job placement as a condition for granting initial certification." p. 50, THE REFORM OF SECONDARY EDUCATION, Charles F. Kettering Foundation, 1973 (National Commission on the Reform of Secondary Education) as reported on page 26 of CAREER EDUCATION IN THE PUBLIC SCHOOLS 1974-75: A NATIONAL SURVEY, DHEW Publication No. (OE) 76-00507.

"The Advisory Council feels that Utah must better relate education output with employment opportunities. We would like to see more students make the decision to prepare for jobs where the jobs are. Also, we would like to see more money, and therefore more programs available, for vocational education in the colleges, area centers, skills centers and universities..... p. 6

The education system in Utah at both secondary and post-secondary levels must develop a closer relationship between education output and employment opportunities. The Legislature, the Board for Vocational Education, and Board of Regents, individual postsecondary institutions, and local school districts should consider the labor market in their planning. They should attempt to better relate student output from the various institutions with job opportunities." p. 43, UTAH STATE ADVISORY OCUNCIL FOR VOCATIONAL AND TECHNICAL EDUCATION: 1975 Annual Evauation Report.

"During 1975, there was an average of 38,000 people unemployed in the state of Utah. This was 7.4 percent of the labor force. Of this group, 21,900 are young people 16-24 years of age. The unemployment rate for this group is about 14.0 percent, which is roughly twice as high as the rate for the total labor force.

This pool of unemployment young people is not stagnant, because individuals are coming in and going out constantly. Nevertheless, the number of unemployed young people has been growing each year during the past nine years."

p. 11, UTAH STATE ADVISORY COUNCIL FOR VOCATIONAL AND TECHNICAL EDUCATION: 1975 Annual Evaluation Report.

DO NOT FILM

C. Community

3. A collaborative relationship between education and the business/labor/industry/professional/government community has not been established for developing the concepts of career education.

d. Opportunities for employment are not being provided for school leavers and graduates.

"JOB PLACEMENT FOR VOCATIONAL-TECHNICAL STUDENTS

The Present Status

Job placement services for interested and prepared high school students are weak in Utah. While most high schools do well in helping to place students in colleges and universities, the schools have limited effectiveness in the more difficult and time consuming function of placing individual students on jobs.

Of those high school graduates who took three or more vocational courses while in high school and who are presently employed, 52 percent say they are engaged in the actual work or related work for which they trained in high school.

But only 6 percent report that they received help from their high school in securing these jobs.

Parents seem especially anxious to have placement services provided by high schools. Ninety-six percent of the parents interviewed feel that schools should provide more information on jobs, and in other ways be more involved in career guidance.

A majority of high school students (59%) feel that they are rarely or never counseled on career choices that relate to their own job interests.

Forty-five percent of high school counselors feel that placement assistance is available to students in their school, another 23 percent say that placement help is available for those students who seek it, and 32 percent say that job placement assistance is not available at their school.

There appears to be a discrepancy, then, between how students and parents view the effectiveness of job placement at their school and how school personnel such as counselors view it.

Recommendations

It is recommended that adequate job placement services be reviewed and strengthened in Utah's high schools. "Adequate" would meet the following criterion: a matching of student skills and itnerests, sufficient distributing of job information to students, orienting students to job markets and earning potentials, assisting students with actual job interviews, training students in interviewing techniques, and conducting follow-up counseling after placement."

A NEEDS ASSESSMENT STUDY OF VOCATIONAL EDUCATION IN UTAH PUBLIC HIGH SCHOOLS AND POST-SECONDARY VOCATIONAL SCHOOLS, A Summary of the Report, Utah State Board for Vocational-Technical Education, 1972, p. 7.

C. Community

3. A collaborative relationship between education and the business/labor/industry/professional/government community has not been established for developing the concepts of career education.

d. Opportunities for employment are not being provided for school leavers and graduates.

"Disturbing trends have been noted in the United States:

--850,000 young people drop out of high school each year without skills, without marketable resources, and with no intention or competence to enter college;

--850,000 young people drop out of college each year without a degree and with limited skills;

--11 percent of our young people between the ages of 18 and 25 are unemployed, some of these high school and college graduates;

--48 percent of all college graduates are working in areas unrelated to the fields in which they were trained and 44.5 percent of these said they were forced to take jobs outside their areas of interest;

--a large percentage of the 85,000,000 workers in the United States today say they hate their jobs, and this feeling is reflected in the high rate of absenteeism recorded each day and in the alienation of workers on the job."

A TERRITORIAL PLAN FOR CAREER EDUCATION, 1974, Government of American Samoa.

DO NOT MAIL TOM GO

D. Planning and Evaluation

3. Career education programs have not been evaluated adequately.

"Another guidance function which was analyzed as poor by the report was the lack of follow-up on students. Apparently, there is very little information available in such categories as present status of past students, student opinions regarding the effectiveness of programs, cost-effectiveness. Presently, school districts and other institutions maintain follow-up on student on a sometimes fragmented or haphazard basis. STATEWIDE VOCATIONAL EDUCATION NEEDS ASSESSMENT, Utah State Board of Education, 1972.

"The career education concept seems to imply that if kids are given information, and they make the choice gradually over a period of years, they will make the kind of choice that is the most appropriate choice for them; that they will be happy ever after. There is (to date) no research to support this assumption." p. 15, SMALL GROUP DISCUSSIONS ON COUNSELOR EDUCATORS AT THE NATIONAL CAREER EDUCATION WORKSHPS, by Dr. William P. Ewens, published in CAREER EDUCATION IN PROGRAMS FOR TEACHER EDUCATION by Lloyd D. Briggs.

"There is national and local concern that all of education should be and must become answerable for its failures as well as its accomplishments, including those in vocational and career guidance. Numerous groups have pointed out the lack of evidence to fully evaluate vocational guidance. An appraisal of guidance is difficult because of disagreement over fundamental definitions of the guidance process. This condition points to the need for greater agreement concerning goals, objectives, standards, and performance criteria for career guidance. p. 16, A PROPOSED MODEL OF VOCATIONAL AND CAREER GUIDANCE TO BE IMPLEMENTED IN THE SCHOOLS OF UTAH, Utah State Board of Education, 1973.

"Evaluation should be built into every program. This may include objectives written in measureable terms, development of tools for assessing the program and the administrative mechanics for accomplishment. Evaluation should provide information for continual program development." TAFT JUNIOR HIGH SCHOOL 1973 CAREER EDUCATION PROJECT'S HOW TO DO IT GUIDE!!!

"Evaluation is the other topic on which other surveys have focused, and they have found widespread agreement with the necessity for evaluation of career education activities. Implementation of evaluation has suffered from a lack of guidelines and instruments, however. Many evaluations have been fairly superficial, with only rare instances of following up alumni of career education projects to find out what effects their school experiences have had on their work experiences. When the data from the recent National Assessment of Educational Progress in Career and Occupational Development becomes available, there will be a better opportunity to evaluate the utlimate payoffs of career education in terms of better prepared young people." CAREER EDUCATION IN THE PUBLIC SCHOOLS 1974-75: A NATIONAL SURVEY, Donald H. McLaughlin, DHEW Publication No. (OE) 76-00507.

E. Guidance and Counseling

5. *School guidance programs often fail to inform students about educational and vocational opportunities and options.*

"Only one-fourth of high school students felt that they selected elective classes related to their career goals." STATEWIDE VOCATIONAL EDUCATION NEEDS ASSESSMENT, State Board of Education, 1972.

"A large percentage of students felt that there is a definite lack of pertinent information available on career education subjects. Approximately 65% of the students surveyed, for instance, felt that films, talks, tours, 'career days,' to heighten career awareness were either not provided or of little help. Sixty-eight percent noted the absence or small benefit of their school's file of job descriptions, pamphlets, or books on jobs." NATIONAWIDE STUDY OF STUDENT CAREER DEVELOPMENT, 1973, grades 8, 9, and 11.

"Student performance on the Occupational Preparation Requirements Scale demonstrated that students were, for the most part, unaware of specific job training requirements." NATIONWIDE STUDY OF STUDENT CAREER DEVELOPMENT, grades 8, 9, 11, 1973.

"Students exposed to career education demonstrated a greater awareness of the world of work. On every index designed to measure career-awareness, economic-awareness, and decision-making, the students with career education exposure scored higher."

also, "Students exposed to career education: (1) have knowledge of a wider range of occupations both between and within occupational categories, (2) have more ability to evaluate the skills needed in preparation for certain occupational choices, and (3) have more self-confidence that their goals are both realistic and achievable."

SUMMARY EVALUATION REPORT OF CAREER EDUCATION IN SOUTHERN ARIZONA, Arizona State Department of Education, prepared by Behavioral Research Associates, 1973-74.

"Recommendation 3 indicates that the counselor should be an active participant in career education.

"Recommendation 4 speaks to the great need among currently employed school counselors for upgrading their vocational knowledge and career guidance skills.

"Recommendation 6 calls for getting more accurate and timely data to counselors regarding vocational training and job opportunities. Its emphasis on computerized guidance system is consistent with APGA publications.

THE NACVE 6th REPORT: AN INTERPRETATION OF ITS MEANING by Kenneth B. Hoyt, Director, Office of Career Education, 1975.

"Parents and students alike do no think the present counseling program of most schools is meeting the student's needs. One girl said: 'I can never seem to get an appointment to see the counselor. I wish I could get information on (colleges and vocations) ..., but the counselors are too busy to talk.

We need more counselors and more people who care in our school.' Counselors are seen as too busy sorting, registering, analyzing, meeting, or interpreting to actually sit down and talk to students about their ideas and plans. Many students reported the counselor did not listen - he or she just talked." A STUDY OF FACTORS INFLUENCING THE POST-SECONDARY EDUCATIONAL AND VOCATIONAL DECISIONS OF UTAH HIGH SCHOOL STUDENTS, Edward Lewis Soper, Utah State Board of Education, Spring 1971.

"Areas where at least 25 percent of the Utah students indicated there was a need for improvement in Utah high schools were Number and Variety of Course Offerings, Guidance Services, and Emphasis on Career Education and Planning." UTAH EDUCATIONAL QUALITY INDICATORS, The Third in the Report Series: How Good Are Utah Public Schools? Utah State Board of Education, 1974, p. 32.

E. Guidance and Counseling

5. *School guidance programs often fail to inform students about educational and vocational opportunities and options.*

"One of the most striking finds of this study is the apparent receptivity of students toward help with career planning. As shown in Table 4, more than three-fourths of the nation's high school juniors would like such help and the proportion is almost as high for 8th graders. In both grades more girls than boys are looking for career planning help. If recognition of the need for help with career planning is interpreted as an indicator of readiness, then American teenagers would appear to be anxious to get on with their career development.

"Help with 'making career plans' is by far the major area of need indicated by 11th graders, with 'finding after-school or summer work' falling in second place. Far down on the list is 'discussing personal concerns,' the primary task for which many school counselors, in the past, have been trained.

"Student-expressed need for help with career planning is in sharp contrast to the help they feel they have received. Item 1 in Table 5 shows that only 13% of the 11th graders feel that they have received 'some help.' However, half of the 11th graders and slightly more 8th graders state that they have received little or no help with career planning. Yet, 85% or the 11th graders recognize that career planning must begin before the final year of high school. (see Table 12) Thus, it would appear, a need exists that remains for the most part unfulfilled." p. 9

NATIONWIDE STUDY OF STUDENT CAREER DEVELOPMENT: SUMMARY OF RESULTS, by D. J. Prediger, J. D. Roth, and R. J. Noeth, ACT Research Report, No. 61, November 1973, published by the Research and Development Division of the American College Testing Program.

E. Guidance and Counseling

5. *School guidance programs often fail to inform students about educational and vocational opportunities and options.*

"THE CAREER DECISION: WHEN AND HOW

The Present Status

It is apparent that many Utah high school students are not adequately equipped with information and experience or motivated to make a career decision, even tentative, during the high school years.

Even though 80 percent of the students feel that it would be to their advantage to set a career goal while in high school, only 25 to 50 percent make such a decision before graduation. This obvious gap between student belief and practice points out a lack of three necessary ingredients in the decision making process: motivation, information, and guidance.

Motivation towards vocational decisions is lacking in Utah's high schools. About 40 percent of high school students report that teachers rarely or never discuss occupational opportunities related to the subject matter being taught.

Nor are students receiving adequate information about training and career possibilities. Only 12 to 29 percent of the students judged themselves 'very aware' of four common career training possibilities after high school. And nearly half of the school administrators feel that students probably don't receive necessary information in school to make career decisions.

Perhaps the most important lack in the student's ability to make a career decision is insufficient assistance from school personnel. It seems that the various types of educators on the school staff consider assistance to students in career decisions to be the responsibility of someone else on the staff. Nearly half of the administrators admit that the teachers and counselors probably do not coordinate efforts toward career guidance. Among small schools, only 12 percent report having an in-depth career guidance program. The percentage rises to 54 percent among large high schools and reaches 87 percent for medium-size high schools. Of course, the study reveals that at least some of the lack of assistance results from stduent reluctance in consulting with school counselors; this appears to be especially apparent among minority students.

Recommendations

Students need organized direction and assistance in order to make career decisions while in high school. The entire staff of educators in high schools--teachers, counselors, media personnel, administrators, social workers, etc.--need to share this responsibility and coordinate their efforts so that students actually receive a balanced program consisting of motivation, information and guidance. All types of educators should be

involved in the design of a comprehensive program and all should have responsibility for a specific portion or function of the program.

A NEEDS ASSESSMENT STUDY OF VOCATIONAL EDUCATION IN UTAH PUBLIC HIGH SCHOOLS NAD POST-SECONDARY VOCATIONAL SCHOOLS, A Summary of the Report, Utah State Board for Vocational-Technical Education, 1972, p. 6

E. Guidance and Counseling

6. Assistance in determining student's interests and abilities is lacking.

"By far the greatest need to emerge from the student response was the need for help with 'making career plans.' Ironically, while nearly three-fourths of the students expressed a desire to receive such guidance, more than half felt they had received 'little or no help' with career planning. Students felt that career planning is a much more importance guidance function than the traditional 'discussing of personal concerns." NATIONWIDE STUDY OF STUDENT CAREER DEVELOPMENT, grades 8, 9, 11, 1973.

"Students expressed the following concerns regarding the assessment experiences in which they had participated:

1. Students said that they were not often prepared for the assessment procedure. The panel felt that students should be told what tasks they were going to be asked to perform and how the results would be used.

2. The students stated that whether they had a postive feeling about assessment procedures was directly related to the quality and quantity of direct face-to-face feedback about the test results and their interpretation.

3. Students generally viewed assessment procedures as negative experiences because they were used to make comparisons between students rather than as tools for further exploration.

4. Panel members expressed concern that they had participated in standardized testing when the testing itself seemed to be the purpose of the experience.

5. Students felt that test results should be used as one element of the information-gathering process and that career decisions should not be made on the basis of test results alone.

Most important, the students said, were follow-up interpretation sessions. They felt that without those sessions, the assessments were of no real value to them."

FLORIDA, VOCATIONAL JOURNAL, Statewide Conference on Assessment in Career Guidance and Counseling, by Jim Sawyer, Florida Department of Education, 1976.

E. Guidance and Counseling

8. Little access to sources of career information is being provided to adult students.

"On a national basis, for each 100 students enrolling in elementary school only 20 graduate from high school. Eighty percent of the youngsters entering elementary school do not complete their secondary schooling. These "early leavers" have fewer educational and economic opportunities than those who graduate from high school." CAREER EDUCATION: THE ROLE OF ADULT EDUCATION, ERIC Information Series No. 81 VT 020 369, 1973.

"The growing needs for continuing and recurrent education of adults are not being met adequately by our current systems of public education." AN INTRODUCTION TO CAREER EDUCATION: A Policy Paper of the U. S. Office of Education, DHEW Publication No. (OE) 75-00504.

E. Guidance and Counseling

8. Little access to sources of career information is being provided to adult students.

"VOCATIONAL EDUCATION FOR ADULTS

The Present Status

There is an apparent need for vocational training among Utah's adult population. Examination of available data shows that there are approximately 97,000 unemployed, working poor or near-poor, or part-time workers in Utah. Many of these, of course, could benefit from vocational training. Including those who need refresher courses, retraining, upgrading, or specialization, it is estimated that the potential population among Utah's adults exceeds 100,000.

It is commendable that some 23,000 adults are now being served by vocational education programs.

Several reasons have been given for non-matriculation by the adults. Some of these reasons such as, too busy or not interested, make it difficult for the educational system to bring about any significant change. It is highly probable that a segment of the adult population feels inhibited about attending classes as a 'grown-up,' or who otherwise fear the learning situation (stemming possibly from undesirable experiences in their youth).

Yet, other reasons given for non-participation are types upon which effective planning and better programs can have an impact. As an example, many adults stated that they do not take vocational education classes because of the lack of variety in course offerings. In Utah at the present time, 28 of the 40 school districts have fewer than five adult vocational education courses--some of the 28 have none.

Another important reason for mnay adults not participating seems to be a lack of effective publicity or the type of communication to the public which is persuasive enough to entice persons into investigation of training possibilities and ultimately taking training. Convenience or proximity of training location is a factor to some adults--especially in outlying communities. And, for some adults, visibility is at a very low level as these persons are entirely unaware of vocational offerings available in their area.

Recommendations

While it is difficult to assess what percentage of the 100,000 adults in Utah could benefit from vocational education, many do not sign up for classes because of limited offerings or inadequate publicity or lack of knowledge about the offerings and how they could help an adult. It is suggested that communications between the schools and the adult public be strengthened and more effort be exerted to bring class offerings in line with adult interests and desires."

A NEEDS ASSESSMENT STUDY OF VOCATIONAL EDUCATION IN UTAH PUBLIC HIGH SCHOOLS AND POST-SECONDARY VOCATIONAL SCHOOLS, A Summary of the Report, Utah State Board for Vocational-Technical Education, 1972, p. 16.

F. Other

3. Numerous constraints such as child labor laws, OSHA regulations, union policies, insurance restrictions and impact on productivity, preclude the full implementation of career education programs.

"Acquiring a job while a teenager isn't easy because teenagers are restricted by law to certain kinds of employment.

For example, if you're 14 or 15, you can pump gas, bag groceries or clean dishes provided you don't work more than 3 hours on a school day or 18 hours in a school week. If it's a non-school day, you can only work 8 hours, and no more than 40 hours in a non-school week. And you aren't permitted to work before 7 a.m. or after 7 p.m. except from June 1 to Labor day, when the evening hours are extended to 9 p.m.

There are exceptions to these rules. You can deliver newspapers, act in television, movies, radio and theatrical productions, gather evergreens and make evergreen wreaths, or work for your parents in a non-farm family business at any age.

A 14 year old can be employed in any nonhazardous farm job outside of school hours.

At 16 you are eligible for any job except those the Secretary of Labor declares hazardous. And a 16 year old can be employed at any time in any farm job, whether the work is hazardous or not.

At 18 you can be hired for any job at any time for unlimited hours, whether the work is hazardous or not.

Most teenage workers must be paid at least the minimum wage--now $2.30 an hour--and, in most cases, overtime pay. Some full-time students and apprentices may be paid less than the minimum under special certificates issued by the Department of Labor."

PARADE, Salt Lake Tribune, June 5, 1977.